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ABSTRACT

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to acquaint Indian junior high school students with educational and training requirements for different jobs and provide enough data so that students can extrapolate the general requirements for different types of jobs. The four activities involve the related subject areas of English/composition, mathematics, and social studies. In the unit, students play games and solve a picture puzzle by reading and manipulating data on educational and training requirements for different jobs, study want ads in real and imaginary newspapers, match given jobs with characteristics and skills of real or imaginary people, and consider mid-career decisions and how personal values and emotional needs can affect such decisions. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available--CE 014 035.) (TA)

ED147606

GETTING READY FOR JOBS

Native American Career Education Unit

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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This document is one of a series of teaching/learning units
dealing with Native American Career Education. The titles
of all individually available documents in this series
appear below:

Career Awareness units

Part of the Whole World

Cooperation

From Idea to Product

The Community

The Community in Transition

Career Orientation units

Putting Your Money to Work

Living with the Land

Working for the People

Career Exploration units

Planning

Putting It All Together

Getting Ready for Jobs

The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1) bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communities differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

Career Education is an area that has never been truly emphasized in schools with predominantly Indian student enrollment. As a result, Indian students leave school unequipped to choose a career that will be personally satisfying and rewarding to them throughout their working lives. Many times students enter college or a vocation and find that it is not what they envisioned it to be. Dismayed or frustrated, they drop out of school and we lose another valuable human resource so badly needed in the Indian community. I feel that if these Career Education curriculum units especially prepared for grades seven through nine are implemented in our predominantly Indian schools, it will be at least a beginning towards helping Indian students gain an awareness of the careers for which they would be most suited.

The unit called "Getting Ready for Jobs" covers various job opportunities and the requirements for each in terms of technical training and education. It also covers the wages that might be anticipated in the various vocations and professions, and how to go about finding a job. All this information is very useful to students because it makes them aware of how long they will have to attend school or training before they can expect to earn a salary. To many students this is an important factor in making their career choice.

The approach used will be extremely useful in creating an awareness among Junior High students of all the different jobs available, and the requirements for each. **But** the most significant factor about this unit is that it will help Indian students make a career choice and determine their futures.

Betty L. Gress,
Mandan-Hidatsa
Associate Director,
Coalition of Indian-Controlled
School Boards

Contents

This book includes all information and student materials needed for the unit, "Getting Ready for Jobs." In some activities, students will be asked questions which they must answer in writing. Many of these questions have no single "right" answer. For your convenience, however, some sample answers have been printed after the Teacher Suggestions for each exercise in which such questions appear.

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An Overview Of The Unit

General Purpose

Getting Ready for Jobs is one of twelve units in the Native American Career Education program. The general purpose of this unit is to help Native American students understand better the different kinds of training requirements that different jobs can have and how one goes about preparing oneself to enter and advance in the world of work. This understanding can form the basis for practical formulation of career and career preparation plans.

Introduce Students to Goals and Objectives

In this unit, there are four activities. Each activity has a specific goal and a specific objective. These are as follows:

Activity 1. *Clusters and Levels*

GOAL: To introduce students to the concepts of career clusters and training levels

OBJECTIVE: Students will identify words having to do with job training, name jobs which fit into one of the fifteen career clusters, and describe what their own job futures might be like.

Activity 2. *So Many Jobs*

GOAL: To help students understand that different jobs have different training requirements and also different salaries, outlooks, etc.

OBJECTIVE: Students will classify and identify jobs according to given data and criteria; they will also describe a job that interests them.

Activity 3. *What Do You Want, Ad?*

GOAL: To help students understand the want-ad page of a newspaper as a source of job openings and job requirements.

OBJECTIVE: Students will identify several kinds of information in job listings from real and mock-up want-ad pages and will match information given in ads with job-seeker data.

Activity 4. *What Should They Do?*

GOAL: To introduce students to some kinds of decisions that may come up after working life has begun and to factors which might affect those decisions.

OBJECTIVE: Students will discuss possible career decisions made by imaginary characters and the reasons for these decisions, and will create and discuss their own stories about career decisions.

Summary

In this unit, students will be asked to work individually and in small groups to study and compare training requirements for different jobs and different kinds of jobs. They will learn which kinds of jobs require advanced schooling, which ones require apprenticeship or on-the-job training, which require a combination of schooling and work experience, which require special things such as a state license, and so on. They will also learn alternative ways of beginning in and advancing in the world of work, and they will consider some conflicts that may arise in career decisions.

In Activity 1, students will be introduced to the concepts of career *clusters* (in which careers are grouped according to the nature of the work) and training *levels* (in which careers are grouped according to amount of schooling and/or work experience they require). In Activity 2, students will examine the particular training requirements, outlooks, etc. for a variety of representative jobs. In Activity 3, they will study want-ad pages of newspapers as a possible source of jobs and learn to pick out training requirements and other relevant information from such ads. In Activity 4, they will consider some kinds of decisions which might have to be made after a person's career has started and some of the emotional and other factors which might influence such decisions.

There is a good deal of specific and rather dry data about job requirements presented in this unit, especially in Activity 2. Both teacher and students should understand that the purpose of the unit is not to have students memorize masses of such data. The purpose is to help students get a "feel" for the kinds of requirements they will have to meet in seeking real jobs. This purpose can be accomplished better by specific examples than by vague generalizations. Throughout the unit, students are encouraged to increase the relevance of such data to themselves by applying and extending it to their own personal needs and career plans.

To aid students in research into particular careers, make every effort to assemble a number of career-description pamphlets and the like in the classroom or in the school library. The librarian and/or resource people in the community might be able to help you with this. You might also wish to review, or have the school librarian review, student training in library skills before beginning this unit.

Teacher's Note: Class Discussions

At various points in the instructions you will find recommended questions for discussion. It is not essential that responses to these questions be elicited from the class. With students who are not used to responding verbally, trying to get a general class discussion going may be more frustrating than useful. There are a number of alternative approaches.

The simplest of these is just to talk about the questions, their implications, and some possible answers, in a general way--an informal lecture, in fact. Where time allows, you may ask students to discuss questions with their workgroups, or even put questions on the board and have students respond in writing.

Materials

For this unit, you will need:

- pencils, paper, places to sit, etc.
- a variety of literature and pamphlets on different careers, if possible
- scissors
- tape
- cardboard (optional)
- marker pens (optional)
- transparent "contact paper" (optional)
- "Help Wanted" advertisement pages from a newspaper index cards, six per student (optional)
- separate items
- "Situation Wanted" advertisements from newspaper or magazine (optional)

All units in the Native American Career Education program should be tailored to meet the interests and needs of the individual students in the class. There are many questions, therefore, that you will have to answer yourself. Should the students always work in small groups? Are there times when the students would benefit more from an activity by working alone or by working as a class? Should certain exercises be given as homework assignments or as classroom activities? How much supervision will the students require? In answering these questions, be flexible. Shape the unit so that it best suits you, your students, and the amount of time which is available.

This unit should take two to three weeks.

Introducing The Unit In Class

If you have already used any of the other units in the Native American Career Education Program, you have probably already discussed the Nez poem and the What Native American Career Education Is All About section. If this is the case, go now to Introducing the Book on page 6 of this Guide.

If not, begin with the suggestions below.

Reading the Poem

Read the poem by David Martin Nez (p. 7 in this Guide). You may want to reproduce it and pass out copies to the class, or letter it on poster board and display it. Afterwards, encourage the students to discuss what they think the poem is saying. Explain that the poem is saying: 1) that it is important to learn what other cultures have to offer; and 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

If students have not had other units in the Native American Career Education program, write the words *Native American Career Education* on the board when students have finished discussing the Nez poem. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved. Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different types of careers? Are there careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How might this type of education play an important part in your life? What kinds of things do you think you need to learn about careers?

Now, pass out copies of the brief section called, "What Native American Career Education Is All About" (p. 8 in this Guide) or read this material to students. Afterwards, ask the students to discuss and expand on the material. Focus student attention on certain key ideas by repeating certain of the earlier discussion questions. Ask, "How can Native American Career Education play an important part in your life? What kinds of things do you think you need to learn about careers?"

Introducing the Book

Pass out copies of the section called "What This Book Is About" (p. 9 of this Guide) and ask students to read it to themselves, or you can read it to them. Then review the material, concentrating on the fact that the activities in this Unit will center on learning about the educational and training requirements for different kinds of jobs.

Explain that *Getting Ready for Jobs* is about the educational and training requirements for different kinds of jobs and how people can go about finding out and meeting these requirements. As they read this book and do the worksheet activities, students will be asked to think about sample jobs and requirements and also about jobs and requirements which interest them personally.

As you review the content of "What This Book Is All About," you should also include the following three ideas:

1. In the student book, there are a series of exercises which contain questions. By finding the answers to these questions, students can get a better idea of the kinds of requirements they will have to meet when they look for a job.
2. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves and, second, small group work will expose the students to the kinds of group situations which they will experience on most jobs.

Review

Before beginning Activity 1, review what you have done so far in class. If you have introduced the unit successfully, the students should be able to supply a general answer for each of the following questions:

1. What does Native American Career Education mean?
2. What is the unit *Getting Ready for Jobs* going to be about?
3. What kinds of things will you be expected to do in this unit?

These lines are taken from the poem "New Way, Old Way," published by The Writers' Reader, 1964, copyright 1969. Used by permission of the author, a former student at the Institute of American Indian Arts, Santa Fe, New Mexico, a Bureau of Indian Affairs school.

We shall learn all these devices

The white man has.

We shall handle his tools

For ourselves.

We shall master his machinery,

his inventions,

his skills,

his medicine,

his planning;

But we'll retain our beauty

And still be Indian.

David Martin Nez

What Native American Career Education Is All About

**333
HELP WANTED**

Accountant

JR. COST ACCOUNTANT

If you have at least 1 yr. of recent local experience in cost accounting systems, please send resume with salary history to Carole Delgado, CALIFORNIA CANNERS & GROWERS, 3100 Ferry Bldg., San Francisco 94106.

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All over the country, Indian students, parents, and communities are asking, "Where can we find good jobs?" For too long, too many Indians have ended up with poor jobs or no jobs at all. Career education is one way to change this.

Planning for a career should begin long before you actually start working. But what kinds of jobs are there? What are different jobs like? How do different jobs fit together? How do you find out which job would be best for you? Career education is one way to find the answers to questions like these.

The Native American Career Education program has been written especially for Indian students. Indians from many tribes have helped plan, write, and test this program to make it as useful as possible to you. Some of the activities may seem like games. That's because we think learning can be fun. Sometimes even work is fun!

Good luck!

What This Book Is About

How do you get ready for a particular kind of job?

What training or schooling do you need to do different jobs?

This unit will help you answer questions like these.

You may have already decided

what kind of job you want. In this Unit you will learn how to get yourself ready for that job -- that is, what school training, on-the-job training, or work experience you might need before you begin the job.

You will learn that different jobs can require very different amounts of training. Some jobs you can get after or even during high school, with no work experience. For other jobs you must go to college for four years or even more, or you must start work as a helper to someone else who knows the job.

Besides learning about training requirements for jobs, you will also learn one way to go about getting your first job. And you will take a look at some kinds of decisions you may have to make *after* you have had several jobs. Getting ready to go forward in the world of work...that's what this book is all about.



Activity 1. Clusters And Levels

GOAL: To introduce students to the concepts of career clusters and training levels

OBJECTIVE: Students will identify words having to do with job training, name jobs which fit into one of the fifteen career clusters, and describe what their own job futures might be like.

WHAT STUDENTS WILL BE ASKED TO DO

- Match given definitions with words and phrases related to levels of skill, training, etc.
- Read definitions of career clusters
- Name three jobs for each cluster
- Choose the cluster that interests them most, and say why
- Read definitions of nine skill levels
- Read about some factors affecting levels and movement from one level to another
- Predict the level of their first adult, full-time job
- Predict the highest level they will reach in their working lives
- Describe how they think they will get from one level to another

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one or one set per student of each of the following:

- Exercise 1. Matching Words and Meanings (pp. 15-17 in this Guide)
Exercise 2. Reading: Career Clusters (pp. 22-23)
Exercise 3. Reading: Many Levels (p. 26)
Exercise 4. Reading: Where Will You Start? How Far Will You Go? (pp. 28-32)

PROCEDURE*

If at all possible, this Unit should be used immediately after the Native American Career Education program unit called "Getting It All Together," to which it is closely related. That Unit introduces, among other things, the concept of career clusters and the idea of the interrelatedness of jobs both within and across clusters. These ideas are fundamental to the present Unit also. This Unit goes on to develop the idea that jobs have various educational and/or experience requirements and to discuss ways in which these requirements may affect students' career plans.

You might introduce the idea of training requirements by explaining that when people learn of a job opening that interests them and they want to apply for the job, they usually can't just go to the prospective employer and say, "My name is so-and-so and I would like such-and-such a job." Usually someone connected with the employer will interview them and ask them questions about themselves, or they will write a letter introducing themselves. After discussing this, ask, "What sort of questions do you think might be asked in a job interview? What might an employer want to know about you before he or she gives you a certain job?" Bring out that one of the main things an employer would probably want to know is the amount of training (schooling etc.) and /or work experience the person has had.

You might also ask, "If two or three different people come to an employer and are interested in the same job, what might make the employer choose one over the other?" Bring out the idea that the employer most often chooses the person with the best training and/or the most work experience.

Ask, "Why do you think an employer might care about how much training or work experience a person has had? Why might many employers not want to hire people who have not had any training?" Bring out that it costs an employer time and money to train people, which is why so many employers prefer people who are already trained. Fortunately, a number of employers do offer training programs of one sort or another; otherwise it would be hard for anyone to get started. However, even in these cases trainees usually make less money than those who have already had experience. Ask why some employers might prefer to train people themselves. The employers can be sure then that the trainees will learn to do certain tasks "their (the employers') way."

Point out that a high school diploma is required or at least recommended for most jobs today, and a college degree is required for an increasing number. Thus possession of college or at least high school training also increases considerably one's chances of getting a job. You might discuss with students the relevance of schooling to jobs--whether some employers perhaps place too much emphasis on school training, for instance. Then ask, "For what kinds of jobs might schooling be particularly important? For what kinds of jobs might ability or work experience be just as important or even more important than time spent in a classroom?"

*Remember that the directions given in this Teacher's Guide are only suggestions. Use them to create a course which best suits you, your individual students, and the amount of time which is available.

Exercise 1. Matching Words and Meanings

In this exercise, students are asked to match a number of words and phrases having to do with training, work levels, etc., with their appropriate definitions. Students are asked to match, rather than simply look up the definitions as they have in other units, because (a) some words (such as commission) have more than one definition, only one of which is germane to the Unit, and (b) some phrases, such as full time worker, probably will not be defined as such in the dictionary, but must be pieced together from definitions of their parts. Thus the work might be unusually difficult if some additional guidance (in the form of given definitions) were not provided.

Explain to students that they will meet in this Unit a number of words and phrases which will have meanings that may not be familiar to them. They will get more out of the Unit if they learn something about these words and phrases first. When you are ready to have them begin the exercise, pass out copies of the "Words and Phrases" sheet (p. 15 in this Guide) and the two "Meanings" sheets (pp. 16-17 in this Guide); or put this material on the board or dictate it to students if necessary. Go over the words and the definitions to make sure students can read them, and help students with the meanings of words in the definitions if necessary, but of course do not define the test words and phrases.

Tell students that they are to pick out the correct definition or "meaning," from the Meanings sheets, for each of the words or phrases on the Words and Phrases sheet. They should write the letter of the Meaning they choose, next to the word or phrase it goes with. They are to use the dictionary to help them find out meanings for unfamiliar words and phrases. (If your students need any review in how to use the dictionary, give it to them now.)

Instruct students to begin by looking up each word or phrase (from the Words and Phrases sheet) in the dictionary. Sometimes the dictionary will give more than one definition or meaning for a particular word (union or commission, for instance). The definition they want is the one that has to do with jobs and work. Sometimes the dictionary will not list a definition for a whole phrase, such as full time worker. When that happens, tell them they will have to do a little detective work. For instance, they could begin by looking under full. Under this listing, the dictionary will probably give a definition for the phrase full time. (If not, they might try under time.) Since they already know what worker means, they should now be able to "piece together" the meaning of full time worker, at least well enough to identify it among the definitions on the "Meanings" sheets. You might tell students that putting together meanings like this is rather like putting together the pieces of a puzzle to make a picture.

Because the list of words and definitions is long, students may need a substantial amount of class time to do this exercises.

If only one or a few dictionaries are available in the classroom, you may wish to have students work together as workgroups (about six students per group) on this exercise, so that each group can look up the words just once and pick out the definitions together. Or, if students are likely to have access to dictionaries outside the classroom, the exercise may be assigned as homework.

When students have completed the exercise, correct their papers or discuss the answers or both. Sample answers for Exercise 1 appear below. If you wish, you can write the correct letter-number matching pairs on the board and have the students correct their own or one another's papers. Try to make sure students understand the words and phrases in this exercise before you go on with the Activity.

Sample Answers

- | | |
|------------------------|--|
| 1. apprentice | D. a person who works with or for someone else in order to learn a trade |
| 2. skilled worker | L. a worker who has studied and learned many different skills for his/her job (for instance, plumber, carpenter, electrician) |
| 3. semi-skilled worker | E. a worker who has learned some skills to do his/her job (for instance, machinist or assembler) |
| 4. Bachelor's degree | G. a degree earned by a person who has gone to college for about four years |
| 5. Master's degree | I. a degree earned by a person who has gone to school one to two years beyond the Bachelor's degree (about 5-7 years of college) |
| 6. union | B. a group of people who all have similar kinds of jobs and who act together to get higher pay and better working conditions |
| 7. working conditions | M. whether you work inside or outside, whether you sit still or move around, and so on |
| 8. earnings | C. the money you make from a job |

ACTIVITY 1
TEACHER SUGGESTIONS

- | | |
|----------------------|--|
| 9. commission | N. an amount of money you are paid for each item you sell; the amount depends on the number and cost of the things you sell |
| 10. salary | J. a set amount of money which you are paid for each month or each year you work (for instance, \$10,000 a year) |
| 11. hourly wage | O. an amount of money you are paid for each hour you work (for instance, \$5.00 an hour) |
| 12. full time worker | A. a person who works about forty hours a week |
| 13. part time worker | K. a person who works much less than forty hours a week |
| 14. scholarship | F. money paid to a student to help take care of his/her school expenses |
| 15. outlook | H. future expectations for a job or career |
| 16. professional | Q. a person who works in a job that needs advanced training, such as a doctor, lawyer or teacher |
| 17. resume | P. a history of your working life--the companies you worked for, the positions you held, the number of years you worked, and so on |

EXERCISE 1. MATCHING WORDS AND MEANINGS

WORDS AND PHRASES

- | | |
|-----------------------|----------------------|
| 1. apprentice | 10. salary |
| 2. skilled worker | 11. hourly wage |
| 3. semiskilled worker | 12. full time worker |
| 4. Bachelor's degree | 13. part time worker |
| 5. Master's degree | 14. scholarship |
| 6. union | 15. outlook |
| 7. working conditions | 16. professional |
| 8. earnings | 17. resumé |
| 9. commission | |

MEANINGS

- A. a person who works about forty hours a week
- B. a group of people who all have similar kinds of jobs and who act together to get higher pay and better working conditions
- C. the money you make from a job
- D. a person who works for or with someone else in order to learn a trade
- E. a worker who has learned some skills to do his/her job (for instance, machinist or assembler)
- F. money paid to a student to help take care of his/her school expenses
- G. a degree earned by a person who has gone to college for about four years
- H. future expectations for a job or career
- I. a degree earned by a person who has gone to school one to two years beyond the Bachelor's degree (about 5-7 years of college)
- J. a set amount of money which you are paid for each month or each year you work (for instance, \$10,000 a year)
- K. a person who works much less than forty hours a week
- L. a worker who has studied and learned many different skills for his/her job (for instance, plumber, carpenter, electrician)

- M. whether you work inside or outside, whether the work is dangerous, whether you sit still or move around, and so on
- N. an amount of money you are paid for each thing you sell; the amount depends on the number and cost of the things you sell
- O. an amount of money you are paid for each hour you work (for instance, \$5.00 an hour)
- P. a history of your working life--the companies you worked for, the positions you held, the number of years you worked, and so on.
- Q. a person who works in a job that needs advanced training, such as a doctor, lawyer or teacher

Exercise 2. Reading: Career Clusters

In this exercise, students are asked to read a series of short descriptions of the work done by people in each of fifteen career clusters. (The fifteen clusters used here are simplified versions of those given by the United States Office of Employment.) Students are then asked to list three jobs that might fit into each cluster, based on the descriptions they have just read or their memories of other units or both. Finally, there are asked to state which of the fifteen clusters interests them most, and why.

If students have had the unit of the Native American Career Education program called "Putting It All Together," this exercise will be mainly a review. If students have not had that unit, you will probably need to discuss the idea of career clusters at some length. The main idea to bring out is that jobs or careers can be grouped together according to similarities in the work involved, and that this kind of grouping is one way to keep track of the thousands of different kinds of jobs available today.

If students have not been exposed to the idea of career clusters before, discuss the idea of clusters in general before going on to the descriptions of the particular clusters. You might, for instance, want to name some of the more familiar jobs from the lists on pages 19-21 of this Teacher's Guide and ask students what these jobs have in common. Bring out the idea that jobs can be grouped together according to common features. (Note that it is much easier to see what jobs in some clusters, such as Health or Transportation, have in common than it is to see what features the jobs in other clusters, such as Fine Arts or Public Service share.)

Once students are familiar with the concept of career clusters, pass out the reading for Exercise 2 (pp. 22-23 in this Guide), or write the material on the board or read it to students. If they have had this material before and remember it, review the material briefly and go on to the next part of the exercise. If the material is unfamiliar to students, discuss each cluster and its description with them.

When students have sufficiently reviewed the fifteen career clusters and their definitions, instruct them to list three jobs for each cluster on a separate sheet of paper. If students are having great trouble with the cluster idea, you might wish to do this as a class exercise and write the jobs on the board; otherwise, have students work on it individually, perhaps as homework.

For your reference, a fairly extensive list of jobs for each of the fifteen clusters is given on pages 19-21 of this Guide. Any of the jobs on this list, or any others which seem logically to fit within a given cluster, can be counted as correct answers for this part of the exercise. If students do the exercise individually as written work, correct the papers or discuss the answers in class or both. As you discuss the exercise, make sure students understand that they do not need to memorize either cluster descriptions or lists of jobs. The main thing is for them to understand that jobs can be grouped together according to common features.

When students have finished reviewing the clusters and discussing possible jobs within each, tell them that the last part of their work in this exercise is to pick the cluster than interests them most and write a short paragraph telling why it interests them. If any particular job in that cluster interests them, they should say what it is. You may wish to discuss their papers with them individually. This part of the exercise could be assigned as homework.

CAREER CLUSTERS AND OCCUPATIONS

AGRIBUSINESS AND NATURAL RESOURCES

Forester
Hatchery Supervisor
Campground Caretaker
Fish and Game Warden
Forest Fire Guard
Zoo Keeper
Miner
Cattle Rancher
Crop Farmer
Dairy Farmer
Horseshoer
Crop or Soil Scientist
Zoologist
Botanist

BUSINESS AND OFFICE OCCUPATIONS

Accountant
Computer Programmer
Typist
Office Manager
Business Executive
Stenographer
Receptionist
Key Punch Operator
Bookkeeper
Credit Manager
Statistician

COMMUNICATIONS AND MEDIA

Newspaper Reporter
Radio-TV Announcer
Editor
Proofreader
Camera Operator
Advertising Specialist
Telephone Service and Repair Person
Newspaper Reporter
Journalist
Radio-TV Technician
Switchboard Operator
Telephone Installer
Textbook Salesperson

CONSTRUCTION

Carpenter
Electrician
Bricklayer
Painter
Plumber
Glass Installer
Wallpaper Hanger
Engineer
Building Contractor
Pipefitter
Plasterer
Roofer

CONSUMER AND HOMEMAKING RELATED

Home Economist
Child Care Assistant
Interior Decorator
Model
Clothes Designer
Household Goods Salesperson

ENVIRONMENTAL CONTROL

Soil Conservationist
Air Pollution Analyst
Industrial Health Engineer
Environmental Scientist

FINE ARTS AND HUMANITIES

Museum Curator
Writer
Librarian
Minister
Teacher (Elementary, Secondary, College)
Judge
Lawyer
Musician
Artist
Actor/Actress
Dancer
Photographer
Commercial Artist
Composer
Poet
Popular Singer
Historian
Cartoonist

HEALTH

Doctor
Dental Hygienist
Optician
Hospital Administrator
Nurse (Practical, R.N.)
Operating Room Technician
Dietician
Psychiatrist
Psychologist
Ambulance Attendant
Occupational Therapist
Dentist
Nurse's Aide
Pharmacist
Veterinarian

HOSPITALITY AND RECREATION

Playground Supervisor
Park Ranger
Restaurant Manager
Travel Guide
Sports Instructor
Professional Athlete
Community Center Director
Camp Counselor
Camp Director
Life Guard
Hotel Manager

MANUFACTURING

Machinist
Assembler
Sheetmetal Worker
Machine Operator
Seamstress
Printer
Welder
Tool and Die Maker

MARKETING AND DISTRIBUTION

Buyer
Salesperson
Fashion Coordinator
Wholesaler
Cashier
Bank Teller
Truck Driver

MARINE SCIENCE

Underwater Photographer
Marine Biologist
Diver's Helper
Oceanographer
Marine Architect
Marine Researcher

PERSONAL SERVICES

Insurance Agent
Maid
Barber
Cosmetologist
Funeral Director
Butcher
Florist
Employment Counselor
Laundry Worker
Dry Cleaner
Waiter/Waitress
Parking Attendant

PUBLIC SERVICES

Postal Clerk
Mail Carrier
Sanitation Engineer
Public Utility Worker
City Planner
Social Worker
FBI Agent
Policeman/Policewoman

TRANSPORTATION

Flight Attendant
Railroad Engineer
Auto Mechanic
Airplane Mechanic
Ship Crew
Driving Instructor
Bus Driver
Truck Driver

EXERCISE 2. READING: CAREER CLUSTERS

<u>CLUSTER NAME</u>	<u>WHAT PEOPLE IN THE CLUSTER DO</u>
AGRICULTURE	Grow crops and raise animals for food, take minerals out of the earth for fuel and other uses, raise trees to use for wood and paper.
BUSINESS	Do different types of jobs to keep businesses running, such as business management, typing, accounting, bookkeeping.
COMMUNICATION	Share ideas and news through radio, television, newspapers or magazines; help others communicate by telephone.
CONSTRUCTION	Build and repair homes and other buildings.
HOMEMAKING	Help families make homes safe, comfortable and pleasant.
ENVIRONMENT	Work to preserve and protect the world we live in.
FINE ARTS AND HUMANITIES	Do jobs connected with learning, justice, entertainment, or art; actors and actresses, teachers, lawyers, writers and many others belong to this cluster.
HEALTH	Take care of the sick and help them get well, tell people how to take care of themselves, prescribe medicine.

<u>CLUSTER NAME</u>	<u>WHAT PEOPLE IN THE CLUSTER DO</u>
HOSPITALITY AND RECREATION	Help to make people's spare time fun, safe and enjoyable.
MANUFACTURING	Work with machines to cut and shape metal, wood and other materials into finished products.
MARKETING AND DISTRIBUTION	See that products get from factories to stores; sell products to the public.
MARINE SCIENCE	Study the sea and the animals and plants that live in it.
PERSONAL SERVICES	Care for other people and their belongings; help to make people's personal lives clean and comfortable.
PUBLIC SERVICES	Protect and improve life and property by performing services such as street cleaning, garbage collecting, police and fire duty, and delivering mail.
TRANSPORTATION	Move people and products from one place to another by highway, railroad, air or water.

Exercise 3. Reading: Many Levels

This exercise introduces the concept of job levels. Unlike the grouping by *clusters*, which concentrates on similarities in the nature of the work done, the grouping by *levels* concerns the amount of training (school or work experience or both) required for particular jobs. Thus, any cluster will probably contain jobs at all nine levels, and jobs of any given level can probably be found in all fifteen clusters.

Begin by pointing out that jobs in a particular career cluster are similar in what they do, but they can be very different in the amount of training or schooling they require. For instance, a nurse's aide, a nurse, and a doctor all help take care of sick people. Their jobs all belong to the HEALTH cluster. But if a person wants to be a nurse's aide, all he or she needs is a high school diploma (sometimes not even that) and a little on-the-job training. If he or she wants to be a nurse, on the other hand, he or she must finish high school and train for at least one year in a special school.) And if a person wants to be a doctor, he or she must finish high school and college and four years of medical school--plus several years of hospital experience--before he or she can begin to practice independently.

Explain to students that jobs can be grouped into levels according to the amount of schooling or training they require, and that each career cluster includes jobs at many levels. When students have an understanding of the general concept of levels (as opposed to clusters), pass out the reading for this exercise (p. 26 in this Guide), which lists and defines nine particular career levels. If necessary, read this material to students or put it on the board instead.

After students have studied the levels chart, discuss it with them. In the discussion, bring out some or all of the following ideas:

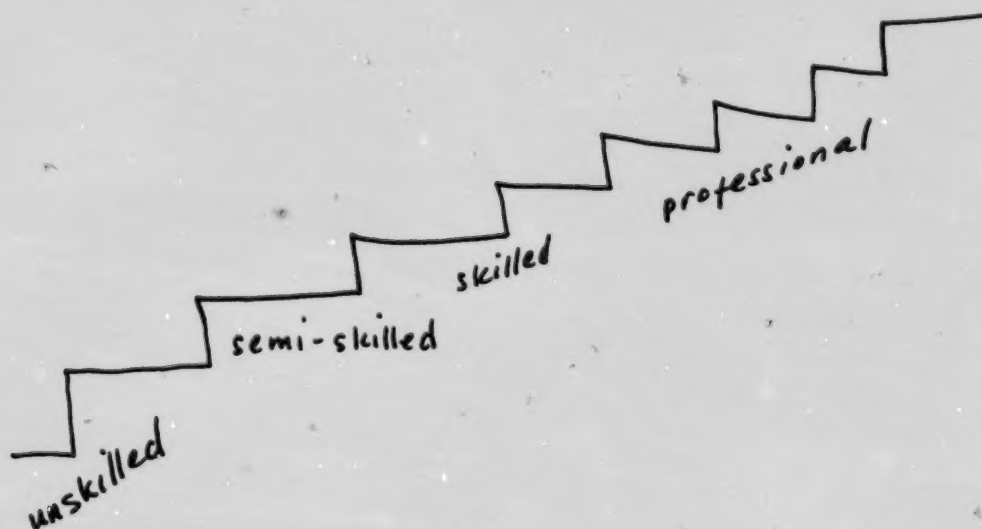
1. *Clusters* and *Levels* are two quite different ways of grouping jobs. *Clusters* group jobs according to similarities in the kind of work done. *Levels* group jobs according to the amount of training required. Each cluster contains jobs at most or all levels; jobs at any given level can be found in most or all clusters.
2. It is not always easy to decide what level a job belongs to. For one thing, a job may encompass several levels depending on experience. One may, for example, begin as an unskilled worker without (Level 1) or with (Level 2) a high school diploma, and go on after apprenticeship training or other experience to become a semi-skilled (Level 3) or even a skilled (Level 5) worker in the same line of work.
3. As a rule, the higher levels have jobs with higher pay and prestige. However, note that there are exceptions; for instance, a skilled and experienced mechanic or plumber (Level 5) may make more per hour and have an easier time finding employment than a person with a Bachelor's Degree (Level 6) or even sometimes a Master's Degree (Level 7).

After you discuss the particular levels with students, you might ask them to try to think of jobs that go with each level, or to name jobs and decide what level those jobs fit into. This can probably be handled best in class discussion, but it might be given as a written assignment or for extra credit.

Be sure the students understand the concepts of *career clusters* and of *training levels* before they go on to other work in this Unit. However, it is not necessary that they remember the details of the fifteen clusters or the nine levels.

EXERCISE 3. READING: MANY LEVELS

<u>LEVEL</u>	<u>LEVELS OF TRAINING</u>
	<u>TRAINING REQUIRED</u>
1. (unskilled)	no high school graduation
2. (unskilled)	high school graduation
3. (semiskilled)	some "on the job" training
4. (skilled)	1-2 years school after high school
5. (skilled)	3-5 years training as apprentice
6. (professional)	about 4 years college; Bachelor of Arts or Science degree
7. (professional)	graduate degree (1-2 years college beyond B.A. or B.S.); Master of Arts or Master of Science degree
8. (professional)	extra degrees, such as Law-- 3 years after college; Doctor of Philosophy (Ph.D.)-- 3-5 years after college; Doctor of Medicine (M.D.)-- 4 years after college; Doctor of Veterinary Medicine (D.V.M.) 3 years after college
9. (professional)	Specialization (for psychiatry, surgery, and so on)-- usually 1-2 years special training after doctor's degree



Exercise 4. Reading: Where Will You Start? How Far Will You Go?

In this exercise, students are asked to consider factors involved both in choosing a level at which to begin one's career and in advancing to higher levels once one has begun. They are then asked to apply their knowledge of these factors to their own career plans and to predict (a) what level their first adult, full-time job will fit into and (b) what the highest level they reach in their working lives will be. They are also asked to give reasons or explanations for their predictions.

When you are ready to have students begin this exercise, pass out the reading (pp. 28-32 in this Guide) or read the material to students. You should probably discuss the reading with them before they go on to the written part of the assignment. You might also wish to have a counselor come in and speak to the students about scholarships, work levels and so on if this is possible.

When students have discussed the material in the reading exercise, have them go on to the written assignment outlined at the end of the exercise. After students have completed this assignment, you might have them discuss their answers in class; or, if they are likely to feel that these matters are too private for class discussion, you may go over their papers with them individually.

Additional Activities

If they have not already done something similar for previous units, you might have students group themselves according to their favorite career cluster, do research on that cluster and prepare a report and/or display for the class concerning what they find out. The report or display would feature a more detailed description of the kinds of work done by people in the cluster, a list of job titles in the cluster, training requirements for some of the jobs, etc. It might also include pictures or descriptions of people at work, doing jobs which fit into that cluster.

EXERCISE 4. READING: WHERE WILL YOU START? HOW FAR WILL YOU GO?

Now that you've seen what levels of training there are, think about how these levels might fit into your career plans.

To begin with, at what level do you think your first adult, full-time job will be? Will you begin working as soon as you finish high school, or even before? Will you go to school for a little while before you start working? Or will you go to school for many years before you start to work?

The answers to these questions will depend on a number of things. They will depend on what job you want to do, of course. There is no getting around the fact that some jobs take more training than others. If you want a job that requires a lot of training, you will have to arrange to get that training before you can get the job.

The answers will depend on your talent and determination, too. It's true that the highest levels usually contain the jobs that pay the highest salaries. But that doesn't mean that everybody should try to become a doctor or a lawyer. Training for professions like these takes many years of hard studying--and costs a lot of money. You would be foolish to spend either the time or the money unless you are really interested in being part of that profession.

If you don't do well in school and don't like to study, you probably should not plan on a long college career. Instead, maybe you should find out about on-the-job training or apprenticeship in some job that interests you. (This kind of training doesn't mean you will have only low-paying

jobs, either. A skilled mechanic or plumber may make more money per hour and may have an easier time finding a job than most college professors!)

On the other hand, suppose you really want to be, say, a doctor, and you are sure you could be a good one--but you don't have the money to pay all the costs of school (fees, books, the cost of a place to live and so on) for all those years. In fact, maybe your family needs you to begin working and bringing in money right away. Should you give up your plans to be a doctor?

Never! At worst, you might have to put them aside for a few years. But you might not even have to do that. There are several ways to school and earn money at the same time. For one thing, many colleges, companies and other institutions give *scholarships* to students who seem likely to do well in school. (Sometimes students must meet other requirements, too, such as having a family member who works for a certain company or having plans to study for a certain kind of career.) These scholarships give students money to pay for part or even all of their school expenses.

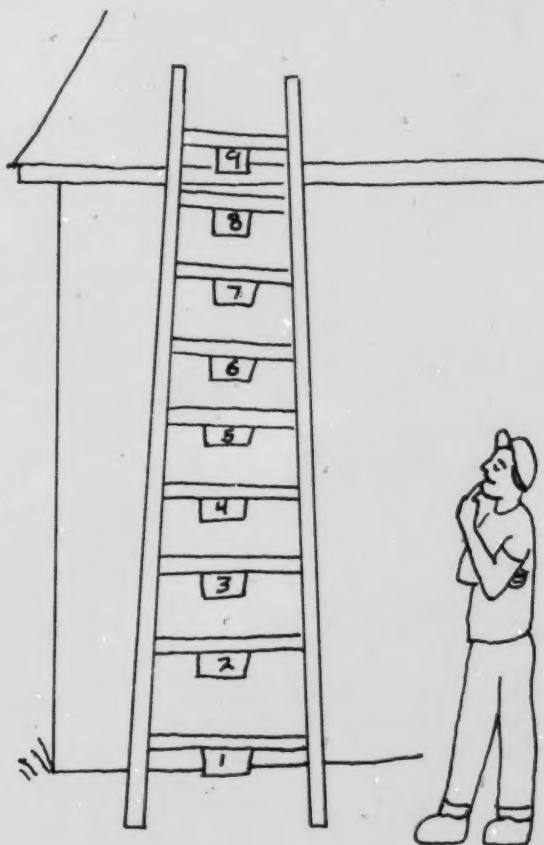




Many students also work at the same time they are going to college. This can be tiring, but it is better than not getting the training you need for something you really want to do. Some students work on the college campus. For instance, they may help in the library or the cafeteria. Others work in the community. They may get a job at a grocery store or in the post office.

Finally, some students work full time for a few years after they leave high school. During that time, they save their money. Then they quit their jobs (or go to part-time work) and use the saved money, may be along with a scholarship, to pay for college or other training.

After you've thought about the level at which you might begin your career, think about what might happen as you go on with your working life. The level you begin at probably will not be the one you stay in during all of your career. As you get more work experience, for instance as an apprentice, you may change from unskilled to semiskilled or even skilled work. Or you might go back to school for more training which will raise the level of the jobs you hold. What do you think will be the highest level job you will ever hold?



On a separate piece of paper, write a short paragraph telling what level you think your first adult, full-time job will fit into, and why you think you will begin work at that level. Tell what kind of job you think you will have and what training you think you will need for that job.

Next, write another short paragraph telling what level you think will be the highest you reach in your working life, and why. If you could have as much training as you wanted, what kind of work would you really like to do? How much training would you need for that kind of work?

Chances are that the level you named in your second paragraph is higher than the one you named in your first paragraph. If that's the case, write a third paragraph telling how you expect to get from one level to the other. Will you change levels because of added work experience? Will you go back to school? Or will both school and work experience change the level of your job? (If you don't think you will change levels--for instance, if you plan to get all the training you need before you begin work--use your third paragraph to explain why you think you will not change levels.)

Activity 2.

So Many Jobs

GOAL: To help students understand that different jobs have different training requirements and also different salaries, outlooks, etc.

OBJECTIVE: The student will classify and identify jobs according to given data and criteria; he/she will describe a job that interests him/her.

WHAT STUDENTS WILL BE ASKED TO DO

- Examine data concerning educational and experience requirements for various jobs
- Classify jobs as to level and cluster, on basis of given data
- Work as groups to assemble a picture puzzle by matching requirements to various jobs
- Examine data concerning outlook, salary, requirements, etc., for three different jobs in each career cluster
- Play a game which involves identifying a job, based on a description of its requirements, outlook, etc.
- Do research to find out requirements, etc., of a job (besides those given) which interests them

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one or one set per student of each of the following:

- Exercise 1. Reading: Training Requirements for Sixteen Jobs (pp. 37-42 in this Guide)
- Exercise 3. Reading: Different Jobs, Different Futures (pp. 56-70)
- Exercise 4. "What Am I?" Examples (pp. 72-73)

Duplicate one set per workgroup of each of the following:

Exercise 2. Putting Together a Requirements Puzzle
Game Board (pp. 47-50 in this Guide)
Puzzle Pieces (pp. 51-54)

Tape the four Game Board sheets together to make a finished Game Board as shown on p. 45 in this Guide. Use the numbers in the upper corners of the Game Board to guide you. If possible, mount the Game Board on heavy cardboard or construction paper so that it will last longer. You might also wish to color the Board with marker pens and protect it with a covering of clear "contact paper."

Cut out the puzzle pieces along the marked lines. If possible, they, too, should be mounted on cardboard or heavy paper. You might wish to color and protect them as above, too.

PROCEDURE

Tell students that in this Activity they will get a chance to see in more detail some of the requirements (in terms of education, experience, etc.) for various jobs. The purpose of this is not to learn all the requirements as such, but to use the data to get a "feel" for the kinds of requirements that different jobs have. Among other things, students should note that jobs within the same career cluster can have very different requirements. The jobs can also differ in working conditions, salary, outlook for the future and in many other ways. The information presented in this Activity has been chosen to bring out some of these contrasts.

Exercise 1. Reading: Training Requirements for Sixteen Jobs

In this exercise, students will take a fairly detailed look at the education and training requirements for sixteen different jobs. When you are ready to have students begin, pass out the reading for the exercise, or read the material to students. You should probably discuss each job and its requirements with students in some detail, since many of the terms used may not be familiar. Recall definitions from Exercise 1 of the last Activity where appropriate, however. Assure students that they will not have to memorize this material.

You may also wish to discuss some general concepts, such as "license," which may not be familiar in this context. Students probably know what a driver's license and perhaps a fishing or hunting license is; but they may not know that one must have a license to do certain types of jobs. Point out that in order to get a driver's license, one must meet certain requirements of age and so on, and also pass a written test about safety and traffic rules and an actual driving test on the road. Similarly, in order to get a license for a job such as nursing or barbering, one must usually meet certain age and minimum training requirements and also pass some kind of test or tests designed to show that one really is competent to do that particular kind of job. The purpose of job licensing, as with driver licensing, is to prevent

the irritating or even dangerous consequences of people performing activities which they are not trained or qualified to do.

After students have read the requirements for the sixteen jobs and you have gone over these enough so that they understand the material at least in a general way, tell students to write down on a separate piece of paper the cluster and level of each of the sixteen jobs given. The purpose of this part of the exercise is to help students see how the general concepts of clusters and levels, introduced in the last Activity, apply to particular jobs. Encourage students to consult the cluster descriptions and level charts from the previous Activity as they work on this assignment. This part of the exercise should take about ten minutes of class time, or you may assign it as homework. Students should work individually on it.

When students have finished the written part of the exercise, you should correct the papers or discuss the answers in class, or both. Sample answers for this Exercise appear below.

Sample answers:

Licensed practical nurse. Cluster: Health. Level: 4 (skilled).

Barber. Cluster: Personal Services. Level: 3 (semi-skilled) or 4 (skilled).

Police officer. Cluster: Public Services. Level: 3 (semi-skilled) or 4 (skilled).

Elementary or high school teacher. Cluster: Fine Arts. Level: 7 (professional).

Retail salesperson. Cluster: Marketing. Level: 1 or 2 (unskilled) or 3 (semi-skilled).

Carpenter. Cluster: Construction. Level: 5 (skilled).

Long-distance truck driver. Cluster: Transportation. Level: 1 or 2 (unskilled) or 3 (semi-skilled).

Engineer. Cluster: Construction. Level: 6 or 7 (professional).

Oceanographer. Cluster: Marine Science. Level: 6 or 7 (professional).

Automobile mechanic. Cluster: Transportation or Manufacturing.
Level: 5 (skilled).

Veterinarian. Cluster: Health. Level: 8 (professional).

Newspaper reporter. Cluster: Communication. Level: 3 (semi-skilled) to 6 (professional).

Dental assistant. Cluster: Health. Level 3 (semi-skilled) or 4 (skilled).

Real estate agent. Cluster: Marketing. Level: 3 (semi-skilled) or
4 (skilled).

Electrician. Cluster: Construction. Level: 5 (skilled).

Social worker. Cluster: Public Services. Level: 6 or 7 (professional)

EXERCISE 1. READING: TRAINING REQUIREMENTS FOR SIXTEEN JOBS

TRAINING REQUIREMENTS FOR SIXTEEN JOBS

Licensed practical nurse. High school graduation helps. One year of training required (includes both classroom work and hospital work). Must get state license.



Barber. Must finish 8th grade or higher, be 16-18 years old to start. Beginners must take exam for apprenticeship license. Work as apprentices for 1-2 years, then take second exam for barber's license (written test and showing you can cut hair). Must also take 6-11 months of courses from approved barber training school.

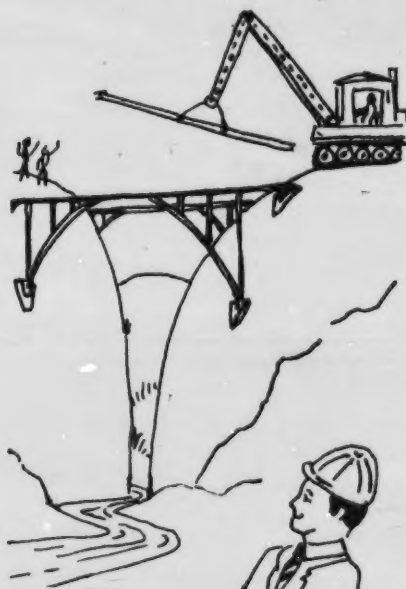
Police officer. Must pass strict entrance interviews and exams. High school graduation is a must; some cities also require some college training. All require training at police schools and on the job. (Training includes study of law and civil rights, how to use a gun, how to give first aid and so on.)

Elementary or high school teacher. Requires Bachelor's Degree from an approved school, plus a year or two of education courses and student teaching. Must be certified by state.

Retail salesperson (sells products in store). High school graduation helps. Take selling classes or on-the-job training. Should like to work with people.

Carpenter. Must be able to use hands well and to do mathematics. Must finish high school and four years of on-the-job training as an apprentice. Learn structural design, how to use tools, and so on.

Long-distance truck driver. Must have finished 8th grade and pass physical exam. Must have good hearing and eyesight. Must have fine driving record and pass road test to show they can drive large vehicles. Must also pass exam on road safety rules written by U. S. Department of Transportation. Must get special driving license (chauffeur's license).



Engineer (develops electrical power systems, plans and oversees building of bridges, freeways and so on). Must have at least a Bachelor's Degree in engineering. Graduate school training helps. Spend two years in college studying basic science and two more studying engineering. Must pass state exam and get license.

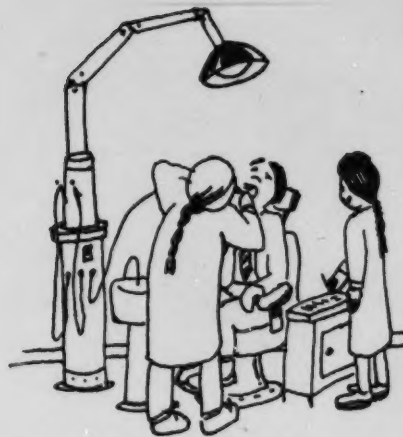
Oceanographer (explores and studies the ocean). Must have Bachelor's Degree with major in oceanography, biology or earth science. Must take courses in math, physics, chemistry, biology. Usually starts as research or laboratory assistant.

Automobile mechanic. 3-4 years apprenticeship a good idea. High school graduation also helps. Must be able to work with mechanical things and have an understanding of cars. Take courses in auto mechanics if high school or vocational school offers them.

Veterinarian (animal doctor). Must have two years of regular college and four years at a college of veterinary medicine (learning how to diagnose and treat animal diseases, do surgery and so on). Must get degree as Doctor of Veterinary Medicine (D.V.M.) and pass state exam to get license.

Newspaper reporter. Bachelor of Arts in Journalism is best. Junior colleges (2-year colleges) also offer journalism programs; credit from these can be carried over to four-year programs. Work at a small newspaper to start. Must have a "nose for news" and be able to write well.

Dental assistant. High school graduation and 1-2 years of special training required (in community college, vocational school etc.). Learn how to use X-ray machine and help dentists.



Real estate agent (helps property owners to sell or rent homes, apartments, and so on). Must have some high school education; many real estate agents have also been to college. Must have 1-3 years experience selling real estate. Must pass written tests and get state license.



Electrician (installs and repairs electrical wiring in buildings). Must have four years' apprenticeship, including work with several different contractors. Must be a high school graduate and have at least 144 hours of extra classroom training in electrical theory, how to read blueprints and so on (from trade school or correspondence courses).

Social worker (helps others with personal and family problems). Bachelor's Degree with major in social work is needed. In some cases, Master's Degree in social work and two years' work experience required.



Exercise 2. Putting Together a Requirements Puzzle

In this exercise, students are asked to put together a picture puzzle by matching job requirements given on the puzzle pieces with job titles shown on the Game Board. The requirements are simplified versions of those given in Exercise 1 of this Activity. Hopefully, the action of putting the puzzle together will give students increased familiarity with these jobs and requirements.

When you are ready to have students begin this exercise, tell them to seat themselves in their workgroups. Then give each workgroup one Game Board and one set of puzzle pieces. (See Preparing for Class, pp. 33-34 in this Guide, for instructions on assembling Game Board and preparing puzzle pieces. Sheets to make up the Game Board appear as pages 47-50 of this Guide, and sheets containing puzzle pieces appear as pages 51-54.

Explain to students that the Game Board has the names of the sixteen jobs whose requirements they just looked at, and three spaces under each job. Each puzzle piece contains one requirement for one of the jobs. They are to complete the puzzle by placing all the requirements (puzzle pieces) in the right spots (under the right jobs) on the Game Board. The school requirement for each job (high school, 2 years college, 4 years college and so on) always goes in the top space under the job title. The special training requirement (1 year trade school, 2 years' apprenticeship and so on) goes in the middle space under the job. Other requirements (mechanical skill, state license and so on) go in the bottom space under each job. For instance, the "Licensed Practical Nurse" part of the puzzle might look like this (draw the following on the board):

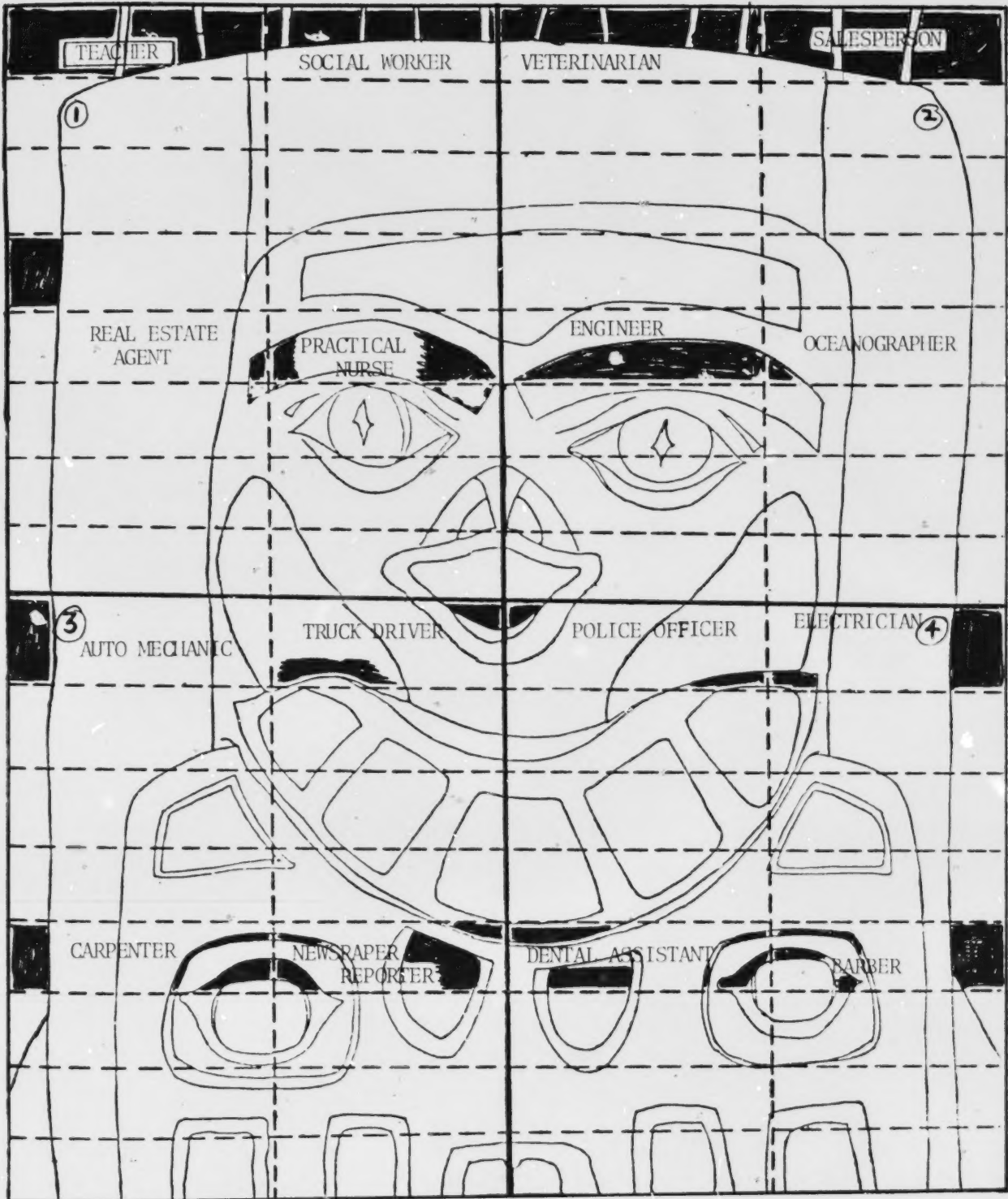
LICENSED PRACTICAL NURSE
high school
1 year nursing training
state license

Instruct students to place all puzzle pieces in a pile, face down, beside the Game Board. They also to take turns drawing a piece from the pile. As each student draws his or her piece, the student should examine it and try to place it on the appropriate part of the puzzle. (Students should be encouraged to consult the requirements sheets from Exercise 1 as they work.)

Explain that if a student draw a requirement, such as "state license," which could fit many jobs, he or she should simply hold onto the piece and say "I pass." Later in the game, when the picture has started to form, the student should try the piece in each of the places where it might fit (e.g. the third space under each of the jobs that does require a state license) and leave it in the space where it fits best with the other parts of the picture.

Tell students that if they put the puzzle together correctly, they will see a picture when they are through. (A reduced drawing of the completed puzzle, showing both the picture and the properly-placed requirements, appears on page 46 of this Guide.)

Give students about half an hour to work on the puzzle. As they work, circulate through the room and help them when necessary. When students have finished, inform them that the picture is based on a ceremonial mask made by a Northwest Coast tribe. You probably should also read off the requirements, in order, as shown on the finished puzzle in this Guide. You might wish to give the group that completed their puzzle first a small reward, such as a stick of gum for each student; however, accuracy rather than speed is the main thing to be encouraged here.



TEACHER	SOCIAL WORKER	VETERINARIAN	SALESPERSON
4 ① Bachelor's degree	Bachelor's degree Major in Social Work	2 Years College.	High School ②
1 Year Education courses, Student Teaching	Master's Degree in Social Work	4 Years Study for D.V.M. Degree	On-the-job training selling classes
Certified by State	2 Years Work Experience	State License	Like to Work with People
REAL ESTATE AGENT	PRACTICAL NURSE	ENGINEER	OCEANOGRAPHER
High School	High School	Bachelor's degree	Bachelor's degree Science Major
1-3 Years Experience selling Real Estate	1 Year Training Hospital Experience	Graduate Study in Engineering	Start as Lab. Assistant
State License	State License	State Exam and License	Like Science
3 AUTO MECHANIC	TRUCK DRIVER	POLICE OFFICER	ELECTRICIAN 4
High School	8th grade or better	High school Sometimes college	High School
3-4 years Apprenticeship	Written tests driving tests	Police Academy Training	44 Hours in Class 4 Years Apprentices
Like cars, mechanical things	chauffeur's license	Strict entrance interviews and exams	Know electrical theory
CARPENTER	NEWSPAPER REPORTER	DENTAL ASSISTANT	BARBER
High School	BA in Journalism	High School	8th grade or better
4 Years Apprenticeship	news-work at small paper	1-2 Years Training in Helping Dentists	1-2 Years as apprentice 6-11 mo. in class
can use hands and do math	"Nose for News"	Learn how to use X-ray machine	License (Exam, Hair-cutting Test)

TEACHER

SOCIAL WORKER

①

REAL ESTATE AGENT

PRACTICAL NURSE

VETERINARIAN

SALESPERSON

2

ENGINEER

OCEANOGRAPHER

AUTO MECHANIC

③

TRUCK DRIVER

CARPENTER

NEWSPAPER REPORTER

POLICE OFFICER

ELECTRICIAN

④

DENTAL ASSISTANT

BARBER

PUZZLE PIECES TO CUT APART

(cut on heavy lines)

BACHELOR'S DEGREE

①

1 YEAR
EDUCATION COURSES,
STUDENT TEACHING

CERTIFIED BY STATE

BACHELOR'S DEGREE
MAJOR IN SOCIAL WORK

MASTERS DEGREE
IN SOCIAL WORK

2 YEARS
WORK EXPERIENCE

HIGH SCHOOL

1-3 YEARS EXPERIENCE
SELLING REAL ESTATE

STATE LICENSE

HIGH SCHOOL

1 YEAR TRAINING
HOSPITAL EXPERIENCE

51

STATE LICENSE

2 YEARS COLLEGE

HIGH SCHOOL

②

4 YEARS STUDY FOR
D. V. M. DEGREE

ON-THE-JOB-TRAINING
OR
SELLING CLASSES

STATE LICENSE

LIKE TO WORK WITH PEOPLE

BACHELOR'S DEGREE

BACHELOR'S DEGREE
SCIENCE MAJOR

GRADUATE STUDY IN
ENGINEERING

START AS
LAB ASSISTANT

STATE EXAM AND LICENSE

LIKE SCIENCE

③

HIGH SCHOOL

8TH GRADE OR BETTER

3-4 YEARS
APPRENTICESHIP

WRITTEN TESTS,
DRIVING TESTS

LIKE CARS,
MECHANICAL THINGS

CHAUFFEUR'S
LICENSE

HIGH SCHOOL

B. A. IN JOURNALISM

4 YEARS APPRENTICESHIP

WORK AT SMALL NEWSPAPER

CAN USE HANDS
AND DO MATH

"NOSE FOR NEWS"

HIGH SCHOOL;
SOMETIMES COLLEGE

POLICE SCHOOL
TRAINING

STRICT ENTRANCE
INTERVIEWS
AND EXAMINATIONS

HIGH SCHOOL

1-2 YEARS TRAINING
IN HELPING DENTIST

LEARN HOW TO USE
X-RAY MACHINE

HIGH SCHOOL

④

144 HOURS IN CLASS
4 YEARS APPRENTICESHIP

KNOW ELECTRICAL
THEORY

8TH GRADE OR
BETTER

1-2 YEARS AS APPRENTICE;
6-11 MONTHS IN CLASS

LICENSE (EXAMINATION
HAIR CUTTING TEST)

Exercise 3. Reading: Jobs, Different Futures

This exercise expands the study of different jobs by including information on more jobs (45 in all) and also including more kinds of information, namely, nature of work, salary, working conditions and employment outlook in addition to education and training requirements for each job. This will help students get a fuller picture of the many kinds of jobs available today and the requirements for them. Jobs described in this exercise are grouped according to career cluster (three jobs per cluster) to make it easier for students to see similarities and differences between jobs within a cluster in terms of requirements, salary, etc.

When you are ready to have students begin this exercise, pass out the reading for Exercise 3 (pp. 56-70 in this Guide); or read this material to students or draw it on the board if necessary. Explain to students that these charts will help them get a fuller picture of the job market today by letting them look at MORE jobs (three from each career cluster--45 in all) and also at different ASPECTS of jobs (outlook, pay, and working conditions, as well as nature of work and training requirements). Again, stress that they do not have to memorize this information, but they should try to notice important differences (and likenesses) between different jobs in the same cluster in regard to training, salary and so on.

As with the reading for Exercise 1, you should probably go over this material carefully to make sure that students understand the terminology used. You may also wish to discuss such things as:

1. similarities and differences between jobs in a cluster in terms of nature of work, training required, salary, etc.;
2. why some jobs in a cluster require more training and/or experience than others;
3. why demand is increasing for some jobs in a cluster while demand for others is decreasing;
4. why some jobs in a cluster pay better than others.

EXERCISE 3. READING: DIFFERENT JOBS, DIFFERENT FUTURES

CLUSTER: AGRICULTURE AND NATURAL RESOURCES

1. Forester	
<i>Nature of work:</i>	manage, develop, and protect forests
<i>Training:</i>	Bachelor's Degree with major in forestry
<i>Employment outlook:</i>	demand expected to rise with country's growing population
<i>Earnings:</i>	\$7,500-\$16,000 a year
<i>Working conditions:</i>	much time outdoors
2. Farmer	
<i>Nature of work:</i>	raise plant crops, cattle, chickens, etc.
<i>Training:</i>	grow up on farm or get degree in agriculture
<i>Employment outlook:</i>	number of jobs decreasing rapidly
<i>Earnings:</i>	vary greatly
<i>Working conditions:</i>	long hours outdoors
3. Coal miner	
<i>Nature of work:</i>	underground or surface mining
<i>Training:</i>	on-the-job training as helper to experienced miner
<i>Employment outlook:</i>	more coal will be mined as demand for electric power grows
<i>Earnings:</i>	\$5-\$7 an hour
<i>Working conditions:</i>	can be dangerous

CLUSTER: BUSINESS & OFFICE

1. Computer Programmer	
<i>Nature of Work:</i>	Design ways of solving logical problems and write instructions for computer
<i>Training:</i>	College degree in math, science, or engineering helps; so does business training
<i>Employment Outlook:</i>	Opportunities increasing somewhat
<i>Earnings:</i>	\$12,000-\$25,000/year, depending on experience and training.
<i>Working Conditions:</i>	In office, varied
2. Typist	
<i>Nature of Work:</i>	Type letters and reports, file papers and so on
<i>Training:</i>	High school diploma; business training helpful
<i>Employment Outlook:</i>	Increasing somewhat
<i>Earnings:</i>	\$3.00-\$5.00 per hour
<i>Working Conditions:</i>	In office; work is somewhat repetitive
3. Business Executive	
<i>Nature of Work:</i>	Run a business; plan work, supervise people and other resources, control finances
<i>Training:</i>	College degree, usually in business.
<i>Employment Outlook:</i>	Opportunities increasing as economy expands
<i>Earnings:</i>	\$15,000-\$50,000 per year
<i>Working Conditions:</i>	In office; much work with people. May travel if working for large corporation

CLUSTER: TRANSPORTATION

1. Taxi driver

<i>Nature of work:</i>	drive people in cabs from one place to another
<i>Training:</i>	must have taxi driver's license and good driving record
<i>Employment outlook:</i>	jobs limited because of more private car use and improved public transportation
<i>Earnings:</i>	40 to 50% of total fare
<i>Working conditions:</i>	much driving; contact with people

2. Auto mechanic

<i>Nature of work:</i>	repair cars, give tune-ups and so on
<i>Training:</i>	on-the-job training; courses in auto mechanics helpful
<i>Employment outlook:</i>	opportunities increasing somewhat
<i>Earnings:</i>	about \$5.00 - \$7.00 an hour
<i>Working conditions:</i>	work with cars, engines, brakes etc.; somewhat noisy

3. Flight attendant

<i>Nature of work:</i>	help make airplane passengers' flight safe, comfortable
<i>Training</i>	high school diploma; attend airline training school; college or nurse's training helps
<i>Employment outlook:</i>	opportunities somewhat limited
<i>Earnings</i>	about \$600-\$900 a month
<i>Working conditions:</i>	much travel, working with people

CLUSTER: MARKETING AND DISTRIBUTION

1. Salesperson

Nature of work: show and sell products to people
Training: varies with type of work; high school diploma helps
Employment outlook: increasing somewhat
Earnings: about \$4.00 an hour, sometimes commission
Working conditions: some long hours; indoors, much contact with people

2. Bank teller

Nature of work: cash checks, prepare money orders, loans and so on
Training: on-the-job training; courses in money management; college education helps
Employment outlook: openings for clerks, trainees; increasing opportunities
Earnings: salaries vary with experience
Working conditions: regular work week, indoors, work with people and numbers

3. Cashier

Nature of work: take money for purchases in grocery stores, movie theatres and so on
Training: high school diploma, courses in business helpful
Employment outlook: good
Earnings: \$2.00-\$4.00 an hour
Working conditions: long hours; may involve standing for a long time

CLUSTER: MARINE SCIENCE

1. Oceanographer

Nature of work: study and test ocean water, plant life and animal life of ocean

Training: Bachelor's or Master's Degree in Oceanography

Employment outlook: highly specialized field; not many jobs here

Earnings: \$9,000-\$16,000 a year

Working conditions: sea voyages, often away from home

2. Fish hatchery supervisor

Nature of work: involved in hatching fish eggs, raising young fish, and selling fish

Training: high school diploma; two years college study in field

Employment outlook: relatively new and growing occupation; outlook good

Earnings: \$9,000 - \$13,000 a year

Working conditions: outdoors, must keep records of stages of fish development

CLUSTER: RECREATION AND HOSPITALITY

1. Restaurant worker

Nature of work: prepare food, serve food, wait on tables and so on
Training: on-the-job training; courses in food management helpful
Employment outlook: good
Earnings: vary greatly; hourly wage plus tips
Working conditions: long hours, much standing

2. Hotel-motel worker

Nature of work: make vacationers and travelers comfortable
Training: on-the-job training; courses in hotel management helpful
Employment outlook: field growing larger as people do more traveling and have more spare time
Earnings: salaries vary greatly depending on type of job
Working conditions: long hours, varied work

3. Recreation worker

Nature of work: direct individual and group recreation (sports and so on); help people keep physically fit
Training: high school diploma; B.A. in recreation or physical education
Employment outlook: good
Earnings: vary with length and time of job
Working conditions: outdoors, physical; sometimes seasonal (summer only)

CLUSTER: MANUFACTURING

1. Machinist

Nature of work: set up and run most types of machines; make metal parts

Training: 4 years apprenticeship

Employment outlook: job openings increasing somewhat

Earnings: about \$4.50-\$6.00 an hour

Working conditions: indoors; use mechanical skills

2. Assembler

Nature of work: put together parts for T.V.'s, cars, refrigerators and so on

Training: some on-the-job training; high school diploma

Employment outlook: opportunities limited

Earnings: \$3.00-\$5.00 an hour

Working conditions: work repetitive, detailed, mechanical

3. Sheetmetal worker

Nature of work: make and put in sheet metal products such as heating ducts

Training: 4 years apprenticeship

Employment outlook: increasing somewhat

Earnings: \$7.50-\$8.50 an hour

Working conditions: spend much time at building sites or in shops

CLUSTER: FINE ARTS AND HUMANITIES

1. Teacher

Nature of work: Teach students in various subjects (English, math, science and so on)

Training: Bachelor's Degree in education or subject area

Employment outlook: very poor; too many teachers, not enough jobs

Earnings: \$8,000 - \$17,000 a year

Working conditions: indoors, varied work; must work well with young people

2. Actor or actress

Nature of work: acting in plays, movies, television shows

Training: training in dramatic arts at special schools or college

Employment outlook: opportunities limited; many more people than jobs

Earnings: vary greatly depending on reputation and experience

Working conditions: travel, live away from home

3. Anthropologist

Nature of work: study origins, culture, traditions, beliefs etc. of human beings

Training: Bachelor's, Master's, or Ph.D. degree in anthropology

Employment outlook: opportunities rather limited

Earnings: \$12,000 - \$20,000 a year

Working conditions: usually work as teachers in colleges and universities, but may travel to any part of world

CLUSTER: HEALTH

1. Operating room technician

Nature of work: help doctors before, during and after surgery by passing instruments and so on

Training: on-the-job training; high school diploma

Employment outlook: excellent opportunities through mid-1980's

Earnings: \$500 - \$750 a month

Working conditions: much standing, physical strain

2. Dental hygienist

Nature of work: help dentists; clean teeth, take dental histories

Training: must be licensed; degree in dental hygiene

Employment outlook: very good

Earnings: about \$10,000 a year

Working conditions: indoors, working with people, much standing

3. Pharmacist

Nature of work: give out drugs and medicine prescribed by doctors

Training: degree in pharmacy; must pass state exam

Employment outlook: good

Earnings: \$13,000 - \$17,000 a year

Working conditions: long hours, much standing; use math and science.

CLUSTER: HOMEMAKING

1. Home economist

Nature of work: work to improve home products and services; food, clothing, child care and so on

Training: B. A. in home economics; most are teachers

Employment outlook: limited opportunities

Earnings: \$8,000 - \$15,000 a year

Working conditions: much work with people; pleasant appearance a must

2. Interior decorator

Nature of work: help make living and working places more pleasant and useful

Training: 2-3 year programs in Interior Design; on-the-job training

Employment outlook: opportunities limited; many people want these jobs

Earnings: vary greatly

Working conditions: must have artistic talent, color sense, good business judgement

3. Sewing machine operator

Nature of work: make clothes with special sewing machines

Training: apprenticeships and on-the-job training

Employment outlook: opportunities somewhat limited by technical improvements in sewing machines

Earnings: \$2.50 - \$3.50 an hour

Working conditions: indoors, repetitive and detailed work

CLUSTER: ENVIRONMENT CONTROL

1. Soil conservationist

Nature of work: help farmers, ranchers to keep soil rich and productive
Training: Bachelor of Science or Bachelor of Arts degree with major in soil conservation
Employment outlook: good because of increased interest in conservation
Earnings: about \$8,000 - \$15,000 a year
Working conditions: much outdoor work, some traveling

2. Park ranger

Nature of work: manage, improve and protect park land and animals
Training: Bachelor's Degree with major in range management or conservation
Employment outlook: opportunities increasing slowly
Earnings: about \$8,000 - \$15,000 a year
Working conditions: outdoors, may have to spend time away from home

3. Environmental scientist

Nature of work: help people live in harmony with their environment; study rocks, air, pollution and so on
Training: Bachelor's or Master's degree in chosen field
Employment outlook: good through mid-1980's
Earnings: about \$10,000 - \$15,000 a year
Working conditions: indoors and outdoors, work with math

CLUSTER: COMMUNICATIONS AND MEDIA

1. Radio and TV programmer

Nature of work: produce shows, assign people to cover special events
Training: on-the-job training; degree in radio and TV work
Employment outlook: opportunities increasing somewhat
Earnings: salaries vary greatly
Working conditions: varied, creative work

2. Newspaper reporter

Nature of work: gather and report information on current events
Training: college education; Bachelor's or Master's Degree in journalism
Employment outlook: some openings in small newspapers
Earnings: \$7,000 - \$15,000 a year and up
Working conditions: meet and talk to people, may travel, much writing

3. Interpreter

Nature of work: help people who speak different languages understand one another
Training: understand and be able to speak two or more languages; B.A. or M.A. helpful
Employment outlook: number of openings limited
Earnings: \$10,000 - \$20,000 a year
Working conditions: travel, meet people

CLUSTER: CONSTRUCTION

1. Carpenter

Nature of work: put up wood frames, build stairs and so on
Training: 4 years apprenticeship; on-the-job training
Employment outlook: opportunities increasing somewhat
Earnings: union wage about \$8.00 an hour
Working conditions: work can be hard, physical, sometimes dangerous; much outdoor work

2. Electrician

Nature of work: put electric wiring into houses and buildings;
make electrical repairs
Training: 4 years apprenticeship; on-the-job training
Employment outlook: great increase in opportunities through mid-1980's
Earnings: union wage about \$8.00 an hour
Working conditions: physical, can be dangerous

3. Plumber and pipefitter

Nature of work: install pipe systems that carry water; repair broken pipes
Training: 5 years apprenticeship; on-the-job training
Employment outlook: opportunities increasing somewhat
Earnings: union wage about \$8.00 an hour
Working conditions: physical, somewhat hard work

CLUSTER: PERSONAL SERVICES

1. Barber

Nature of work: cut, style and color hair

Training: must be licensed by state; attend barber school 1 year

Employment outlook: opportunities limited as more people wear long hair

Earnings: vary greatly with reputation

Working conditions: long hours, much standing, work with people

2. Cook

Nature of work: prepare and cook food; make sure food looks good to eat

Training: mostly on-the-job training; courses in food service helpful

Employment outlook: opportunities increasing somewhat

Earnings: \$3.00 - \$6.00 an hour

Working conditions: working with food and people, standing

3. Funeral director

Nature of work: help people make funeral arrangements

Training: most states require a license; must have on-the-job training

Employment outlook: opportunities somewhat limited

Earnings: \$10,000 - \$15,000 a year

Working conditions: must be tactful and work well with people

CLUSTER: PUBLIC SERVICES

1. Police officer

Nature of work: control traffic, prevent and investigate crimes
Training: high school diploma; police training school
Employment outlook: opportunities increasing somewhat as population increases
Earnings: \$10,000 - \$18,000 a year
Working conditions: much responsibility, can be dangerous

2. Mail-carrier

Nature of work: deliver and collect mail
Training: must be 18 or over and pass written exam
Employment outlook: opportunities limited
Earnings: \$9,000 - \$12,000 a year
Working conditions: outdoors, much walking

3. Social worker

Nature of work: help people and families with problems--
 finding jobs, education etc.
Training: Bachelor's or Master's Degree in social work
Employment outlook: opportunities somewhat limited
Earnings: \$9,000 - \$17,000 a year
Working conditions: working with people; often must travel

Exercise 4. Playing A Guessing Game: What Am I?

In this exercise, students have a chance to play a guessing game which involves job descriptions they make up themselves, based on material in the charts they studied in the preceding exercise. When you are ready to have them begin, tell them to choose a job from the charts they studied in the previous exercise and write a short description of the job, not naming the job and ending in the riddle question: "What Am I?" (i.e., what job does the description represent). The description should include all the information the chart gave about the job, but should change the phrasing so it reads like normal prose.

To give students an idea of what their descriptions should be like, pass out the Example sheets (pp. 72-73 in this Guide) or read the material to students. Go over the examples until the students understand what their descriptions should be like. Allow ten or fifteen minutes for students to work individually in preparing their job descriptions.

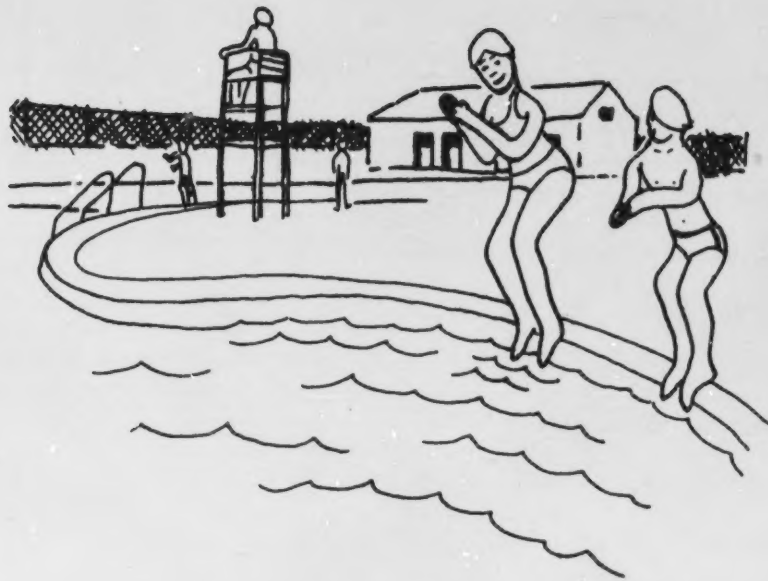
When students have completed their descriptions, instruct them to bring the descriptions with them and sit in their workgroups. Tell them that for the second part of the exercise, they are to take turns reading their job descriptions to the other students in the group. As each description is read, the other students are to try to guess the job title from the description. (Tell them they should not begin guessing out loud until the description is finished, though.)

"WHAT AM I?" EXAMPLES

1. I produce shows for radio and TV. I send people out to cover special news stories and things like that, too. I have a college degree in Radio and T.V., but I also learned a lot from on-the-job training. I like my work because it is creative and there are so many different kinds of things to do every day. Opportunities will probably increase in my career in the future, at least to some extent. Salaries for my job vary quite a bit. I don't make very much now, but if I stay in the business I may make quite a high salary someday. What am I?

(Answer: radio and TV programmer)





2. I really enjoy my work because I get to be outdoors and get a lot of exercise. In my job I have fun and I help other people have fun, too. I teach them how to do easy sports and keep their bodies fit so they will enjoy their vacations more. The outlook for my job is good, because more people have free time these days. The only trouble is, sometimes I can only get jobs during the summer. I graduated from high school and then went on to get a Bachelor of Arts degree in physical education. My salary depends on how long I work. What am I?

(Answer: recreation worker)

Exercise 5. Research and Writing: What Job Would You Like?

Tell students that in this exercise they will have a chance to extend their general knowledge of types of job requirements into areas which interest them personally. They are to prepare a short report or description for one job in the cluster that interests them most. The job they choose should not be one which is on the lists in either Exercise 1 or Exercise 3 of this Activity. The report should tell the following things about the job (you should probably write these items on the board):

1. the nature of the job
2. the training and/or educational requirements for the job;
3. the job's outlook for the future (whether opportunities in that field are likely to increase, stay the same, or decrease)
4. the approximate earnings of the job
5. the working conditions for the job

Go over these items and make sure students understand what their descriptions should entail. Tell them that they may set up their report in the form of a chart, as in Exercise 3, or in the form of a prose description, as in the "What Am I?" descriptions for Exercise 4.

If possible, you should have career books and pamphlets available in the classroom to aid students in their research. If this cannot be arranged, direct students to the school library or other places where they might find helpful material.

The amount of time you should allow for this exercise and the amount of help you will have to give students in preparing it will depend on the research abilities of your students and the availability of material on various careers and career clusters. The main thing is to help students see the relevance of the study of job requirements to their own lives and career plans.

When students have completed their descriptions, you may wish to have them share the descriptions with the class.

Additional Activities

Students could work their descriptions of individual jobs, as prepared in Exercise 5, into some kind of class report, display or bulletin board, perhaps including magazine or student-drawn pictures of people doing the various kinds of work, etc. Jobs might be grouped according to levels or clusters or both.

Activity 3.

What Do You Want, Ad?

GOAL: To help students understand the want-ad page of a newspaper as a source of job openings and job requirements

OBJECTIVE: Students will identify several kinds of information in job listings from real and mock-up want-ad pages and will match information given in ads with job-seeker data

WHAT STUDENTS WILL BE ASKED TO DO

- Examine mock-up and real want-ad pages and extract several kinds of information from them
- Identify clusters and levels of jobs on a real want-ad page
- Identify jobs on a real want-ad page which might have relevance to their own career plans
- Match want ads on a mock-up page with given data about imaginary job seekers
- Match want-ad and job-seeker data composed by other students

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one copy per student of each of the following:

Exercise 1. Mock-Up Want Ad Page (p. 77 in this Guide)

Exercise 5. Sample "Situations Wanted" Pair (p. 93)

Duplicate one copy per workgroup of the following:

Exercise 4. Ad Matching Game (pp. 82-89)

Begin to collect "Help Wanted" advertisement pages from newspapers, especially if students may not be able to bring these in. Get "Situations Wanted" ads too, if possible.

If possible, acquire 6 x 4" or 5 x 7" index cards, 6 per student, for "Situations Wanted" game (Exercise 5).

PROCEDURE

Ask, "Suppose you've had all the training you plan to get for the time being, and you're looking for your first job. How might you go about finding out what jobs are available in your area?" Students may name a number of ways, such as asking people, calling up places which might have the kind of work they're looking for, visiting an employment agency, etc. Discuss some of these ways and perhaps write them on the board.

Try to elicit from students that one way of finding job openings is to look in the "Help Wanted" section of the classified advertisements in a newspaper. Explain that employers often pay for space in this part of the paper to "advertise" jobs they want to fill. Not all job openings appear here, by any means--most professional jobs do not, for instance--but many kinds of jobs do. Ask students if they have ever looked at the want-ad page of a newspaper. If any have, ask them what sort of things an ad usually tells about a job. Suggest that students begin collecting want-ad pages from newspapers and bringing them to class.

Exercise 1. Getting Information from Want Ads: How Do You Find What You Want?

This exercise familiarizes students with want-ad format through their examination of a mock-up want-ad page and extraction of three kinds of important information from ads on this page.

After you have introduced the idea of want ads as a source of job listings, pass out the mock-up page (p. 77 in this Guide) or, if necessary, read some of the ads on the page to students or write the ads on the board. Point out that job want ads usually tell at least three things:

1. the type of job
2. the amount of training and/or experience required
3. the salary or wages the job will pay

You should probably write these three items on the board. Then help students to find these three kinds of information in some of the ads on the mock-up page. Even if students have copies of the page, you should probably read some or all of the ads to them and discuss the abbreviations and terminology which appear commonly in want ads. (Explain that people who place classified ads have to pay by the line, so they try to get as much information into as short a space as possible.) Work with students on the mock-up page until they feel comfortable with reading and extracting information from want ads.

WANT ADS

333
HELP WANTED
333
HELP WANTED
333
HELP WANTED
333
HELP WANTED

ART DEPT. MGR., perm. position w/exc. future. Min. 2 yrs. exp. in slide presentation, layout & production + supervisory bkgrd. Good benefits, sal. open. Write this paper ad no 29105

ARCHITECT
Reg., exper. To run office & design team. Imagination & creativity a must. For Sausalito waterfront and other company projects. All phases of design planning, construction & presentation essential. Permanent staff position. 332-6775

BOOKKEEPER, full charge, thru gen. ledg. 1 woman ufc. Full or part time. San Bruno. Some typing. Prefer m/f. 5 yrs. exp. Refs req. Ask for Mr. Johns. 873-1797

BOOKPR., F/C, G/L, for young professional audio concern. Salary commens. with exp. Send resume with r.f.s. & sel. req. to This Paper Ad. No. 14544

BOOKPR., downtown SF, full charge responsibilities. 1-4 yrs. exp. Salary to \$1000/mo. Send resume to this paper Ad No 26156

BOOKKEEPER, 3 days/week small dntn. S.F. etc. Answer in own handwriting w/educ. & exp. to this paper Ad No. 14546

CASHIER, Part time, 9:30 AM-1:30 PM. Apply in person. Mr. Cohen, HOME YARDAGE, 3245 Geary, S.F.

CLERK TYPIST Immed. opening w/Oakland community development office. Typing 55-65 wpm, 1 yr. office exper. pref. Send Resume to: SSUC 1248 35th Ave., Oakland, Ca. 94601

COOK, prefer exper. Mexican food. Apply in person. 1237 Polk St. Closed Monday

DENTAL RECEPT. Exp. preferred. Should have chair side & X-Ray exp. Good opportunity in pleasant No. Penin. office for right person. 593-1392

DENTAL ASSISTANT
Exper for beautiful new Financial Dist 1 girl office. Salary open. Call 398-0411

DENTAL RECEPTIONIST/ASSIST. ANT. Exper. New office Embarcadero. Medical & pension benefits. 433-1970

DENTAL HYGIENIST Full time for a periodontist & gen'l dentist in Modesto. 209-526-4366 or 537-4591

DENTIST, Full or part time. Permanent. Good salary. Replies strictly confidential. Write This Paper. AD 27339

DENTIST, Sacramento office. Exc. salary. (916) 441-2519

HAIR STYLIST, lady with flair to cut men's hair. 362-9783 or 392-7154

HAIR STYLIST full time, perm. Stone-town area 334-5776

HAIR STYLIST, Full or part time. California Hair Lines 387-1323

MACHINIST-MAINTENANCE
Min. 5 years exper. in maintaining factory production equip. such as cold headers, thread rollers & associated metal-working machinery. Able to make parts & operate maintenance depart. machines. Some welding & light electrical helpful. Write this paper Ad No. 23002

MANAGER, APT. rental office. excellent oppy for manager of rental-sales at Major apt. complex. Proven record in this field essential. Excel. salary and fringes. Send resume to this paper ad No. 31215

MGR. FASHION Jewelry/Bead Shop, Mgmt. exp. nec. Very interesting work. Expanding rapidly. Unusual advancement opp. Good benefits. Send short letter w/exper. & salary to this

MECHANIC for GOLF COURSE, SF Peninsula. Exper. required. Write this paper Ad 14550

MECHANIC, Svc. Sta. Svcog/lic. req. Local refs 621-9972

MECHANIC Bicycle. Shop exp. only. Managerial poten 444-1666

MECHANIC Exper. Gd future & benefits Apply 1600 Bay

NURSE
REGISTERED NURSE
HOUSE SUPERVISOR
NIGHT SHIFT

RN to supervise 11PM-7AM shift. Contact: Personnel Dept., WASHINGTON HOSPITAL, 2000 Mowry Ave., Fremont, Ca. 94538. (415) 797-1111, Ext. 223

NURSE, Director of Nursing Service. Excellent opportunity for individual with administrative and demonstrated leadership to direct our Nursing Dept. of approx. 80 employees. Salary negotiable. Submit resume to: Administrator, Chinese Hospital, 835 Jackson, S.F. 94133

NURSE, RN/LVN. Part time. Residential Treatment Center, emotionally disturbed children. Mendocino Co. (707) 855-3129

NURSE, LVN's. Full time nights. part time days. 584-3294 Coastline Mission Conv. Hosp.

NURSE RN or LVN PM & 12n night shifts. St. Francis Conv Pavilion 992-27

NURSES RN, Part-time, days. LVN, day all shifts 295-7691

NURSES, RN's want to moonlight? Call 433-5670

PHARMACIST
needed to take charge of small country hospital. Pharmacy service includes unit dose and IV adds. Write This Paper Ad No. 29272

PHYSICIAN, Parttime or Full-time. No nights or wkends. Any specialty. Salary \$160/day; \$80 per 1/2 day. 851-7339 ev.

RESTAURANT
BARTENDERS, WAITRESSES, **BUS WORKERS**, Exp. not nec. Refs. req'd Apply in person, Saimazundi Restaurant, Embarcadero Center, 2 Podium Level, 9-11 am

RESTAURANT MGMT. Train. Assistant management position avail. Restaurant mgmt xp. req'd. McDonald's mgmt. xp. trivw aptot. ask for Chuck or Siv. 285-4180

SALES
WOMEN'S SHOES
Part time for eves & weekends. Mature applicants with experience preferred. Apply Personnel:
Macy's Serramonte
DALY CITY
An equal opportunity employer
SALES

18 OR OVER
NO EXPERIENCE NEC.

Expansion program. Several openings. Enjoyable work in book order dept. Rapid advancement opportunity. Must be neat and possess pleasing personality. Call Mr. Rogers between 9:30-2:30.

EX 1-5927
SEAMSTRESS, Heavy duty canvas work. Power sewing machines. Call San Mateo Awning 242-6651

SECRETARIES
Several challenging positions for large new exec. offices. Require typing 60 wpm, S/H 80 wpm, good figure aptitude and initiative. Excellent salary and benefits.
AMFAC INC. 772-2311
Equal opportunity employer m/f

TELLER—PART TIME
Immediate opening in a San Francisco branch for individual with teller experience. Will consider cash handling. Some typing skills necessary. Schedule includes some Saturday hours. Please contact Personnel: 956-7220

AMERICAN SAVINGS
equal opportunity employer m/f

TEACHER, competent, mature, exp'd. in traditional elementary academic curriculum. Possible permanent position w/ long term. S.F. pvt. school. Reply with resume incl. phone to this paper ad 28302

WAITRESS Exp. w/neat appearance for food & cocktails. Must be over 21. McGowan's Wharf Tavern, 101 Jefferson, between 2-6.

Exercise 2. Classifying Real Ads: What Cluster Is It?

This exercise and the next should be done with real want-ad pages if at all possible. It would be best if each student brought in his or her own page to work with. However, if many students do not have access to newspapers, you might wish to have all the students in a workgroup use the same page or part of a page. If students do not have access to newspapers at all, you should try to get hold of some and divide the "Help Wanted" material among the workgroups.

In this exercise, students are asked to extract from real want ads the same kind of information they looked for in the mock-up ads, and also to classify the ads as to cluster and level of jobs listed. To begin, go over some of the newspaper pages with the class. Read some of the ads out loud or have students read them, and see if students can identify most of the abbreviations and terms used and can extract job nature and requirement information from them. The real pages will probably be quite a bit like the mock-up except for being larger and having many more ads for the same kind of job (bookkeeper, secretary, etc.), but if there seem to be other important differences, discuss them. The point is to have students see that want ads, and the format shown in the mock-up page, are not just something created for school but are something that exists in the real world.

When students have become somewhat familiar with real want-ad pages, instruct them to choose ads for ten different jobs from their real want-ad pages (i.e., they should not use more than one ad for a secretarial job or more than one ad for a bookkeeper job, etc.). For each ad, they should write down the following information (list these items on board):

1. the name of the job the ad offers
2. the career cluster which that job belongs to
3. the experience or training that job requires
4. the level of the job (if this can be guessed from the ad)
5. the pay for the job (if the ad tells this)

Students should also identify the cluster which contains the largest number of the ten ads. Suggest that students consult the Level and Cluster charts they received in Activity 1 if they need to. If newspapers are scarce, students may work on fewer than ten ads a piece.

If students have easy access to newspapers and are fairly comfortable with the language of want ads, you may assign this exercise as homework. If not, do the exercise during class time so that you can answer students' questions about individual ads and/or so that workgroups can share newspapers. If done in class, the exercise would probably take fifteen or twenty minutes (or possibly longer, depending on students' abilities and whether they have to share a newspaper.)

When students have finished the exercise, check their work against the information actually given in the paper (you might ask students to circle the ads they choose). You might also have students read some of their ads to the class and share the information in them. This will help the whole class get an idea of the spectrum of jobs available in want-ad pages.

Exercise 3. Applying Want Ads to Career Plans: What's In It For You?

This exercise also requires a real want-ad page if possible. The pages may be the same as the ones used in the previous exercise or different, depending on the availability of material. (One way to get some variety with limited material is to have the students or workgroups exchange pages so that they are working on different ones from the ones they used in the last exercise.) This exercise requires students to do things with the ads somewhat similar to those they did in the last exercise, but this time they are to work with fewer jobs (three to be exact) and choose those that have interest and relevance to *them*. The purpose here, as with other exercises throughout this Activity is to help students see the potential relevance to their own lives and career plans of the somewhat dry and complex material of job qualifications and training requirements.

When you are ready to have students begin this exercise, tell them that they are to choose three job ads from a real want-ad page which are of particular interest to them, and to write down for each job the following eight things (you should probably list these items on the board):

1. the title of the job (bookkeeper, mechanic or whatever)
2. the kind of work involved (for instance, answering telephones for a computer company; working with canvas on a power sewing machine)
3. the career cluster the job belongs to
4. the amount of training and/or experience required for the job
5. the level of the job (if they can tell this)
6. the salary or wages for the job (if the ad tells this); or, if none is mentioned, what money they would ask for
7. the company that is offering the job
8. why they are interested in that job

This exercise could be assigned as homework if newspapers are available outside of class, or it might take ten or fifteen minutes of class time (again depending on student ability and availability of materials). If the work is done in class, circulate through the room as students work and answer any questions they have. When students have completed the exercise, check their papers by comparing them with the original ads, or have students discuss their answers in class, or both.

Exercise 4. Ad Matching Game

This is a group exercise in which students are asked to read short biographical sketches of imaginary people, including age and training information, and then match these personal profiles with ads on the mock-up page they studied in Exercise 1.

When you are ready to have students begin the exercise, have them divide into their workgroups. Pass out one set of biographical sketches (pp. in this Guide) to each group. Tell the students they are to take turns reading the sketches to the group. After each sketch is read, the group is to go over the mock-up page and pick out the ad or ads that best fit that character in terms of experience, needs, etc. Someone in the group should write down the ad or ads chosen for each person. Warn students that in some cases none of the ads will fit a person exactly, and that in other cases several ads may be about equally suitable.

The exercise ought to take about twenty minutes of class time. As students work, circulate through the room and help them with vocabulary or any other problems they have. When students have finished the exercise, you might have a short class discussion to see whether all the groups chose the same ads for the same people. If they did not, discuss the reasons for the different choices.

Sample Answers

Martha Redsky. Martha might apply for the CLERK TYPIST ad (third from the bottom in far left column), the 18 OR OVER, NO EXPERIENCE NEC. ad (second from top, far right column) or SECRETARIES ad (fourth from bottom, far right column), although none of the ads fits her needs or requirements exactly. She is probably a little under-qualified for both the CLERK TYPIST and the SECRETARIES ads, and none of the ads indicate that it is for part-time work (although the 18 OR OVER one might be).

David Deer. David would presumably be interested in the MANAGER, APT. RENTAL OFFICE ad (sixth from the bottom, second-from-left column), although again it does not meet his needs exactly. The RESTAURANT MGMT. ad (bottom, second-from-right column) is a more distant possibility.

Jamie Lostfeather. Jamie would presumably want the PHARMACIST ad (fourth from bottom, second-from-right column), which specifies work in a small country hospital.

Susan Swiftwater. Susan would probably want the PHYSICIAN ad (third from bottom, second-from-right column), which specifies that work may be part-time.

ACTIVITY 3
TEACHER SUGGESTIONS

William Wise. William might join Martha in the book order department after he answers the 18 OR OVER ad (second from top, far right column), as this is one of the few jobs on the page which does not require experience. He might also try out for the CASHIER job at Home Yardage (fourth from bottom, far left column), which is a part-time position and requires no experience (and yes, males do work in yardage stores); or for one of the RESTAURANT jobs listed in the ad second from bottom, second-from-right column (for which no experience is required and which would presumably be part-time).

Paul Makepeace. Paul, as an experienced machinist, would no doubt apply for the MACHINIST-MAINTENANCE job (seventh from bottom, second-from-left column). It is also just possible that he would apply for one of the four MECHANIC jobs listed at the bottom of the second-from-left column.

Mary Moon. Mary would probably apply for the REGISTERED NURSE HOUSE SUPERVISOR NIGHT SHIFT job in the ad at the top of the second-from-right column. Two other NURSE ads (fifth and seventh from top, second-from-right column) also mention or suggest night shifts for RNs.

Barbara Strongbow. Barbara would presumably apply for the TEACHER ad (second from bottom, far right column), which would fit with her experience and her desire to work in a private school.

EXERCISE 4. AD MATCHING GAME

MARTHA REDSKY

Age: 18

Education: high school (took several courses in secretarial skills--typing, shorthand and so on)

Work experience: worked part-time for a secretary in a doctor's office during senior year in high school

Skills: typing, 55 words per minute; some shorthand

Other information: Martha would like to work part-time (about four hours a day) while she goes to college.



DAVID DEER

Age: 29

Education: college degree in business management

Work experience: five years as a manager of a large hotel in Florida

Other information: David would like a well-paying job as a manager of a 50 - 75 unit motel.



JAMIE LOSTFEATHER

Age: 24

Education: college degree in pharmacy; state licensed

Work experience: 1 year as a pharmacist in a local drug store

Other information: Jamie didn't really like working in the drug store.
He would like to work in a different environment.



SUSAN SWIFTWATER

Age: 29

Education: Doctor of Medicine (M.D.)

Work experience: worked for one year as a doctor in a small country hospital

Other information: Susan would like to work part-time (about four hours a day).



WILLIAM WISE

Age: 20

Education: high school; 1 year of college

Work experience: none

Other information: William would like a part-time job to help pay his college expenses.



PAUL MAKEPEACE

Age: 35

Education: high school; four years apprenticeship in machine trades

Work experience: fifteen years' experience as machine parts maker

Other information: He would like a job as a machinist.



MARY MOON

Age: 25

Education: Licensed Registered Nurse (R.N.)

Work experience: 3 years experience as a nurse in a large city hospital

Other information: Mary would like to work the night shift as she is in college during the daytime earning her Master's Degree.



BARBARA STRONGBOW

Age: 28

Education: Master's Degree in Education

Work experience: five years as an elementary school teacher

Other information: Barbara has been working in a public school in a large city. She would like to work in a private school for a while.



Exercise 5. Playing a Game: Situations Wanted

This exercise also involves matching job-seeker profiles with job descriptions. However, in this case, both ads and the profiles are created by the students themselves.

Begin by explaining what a "Situations Wanted" ad is. Explain that sometimes job seekers, as well as job offerers, place advertisements in newspapers or in some kinds of magazines. For instance, professional people who have just moved or who wish to move to a new area often place such ads if a job is not waiting for them in the new place. In a "Situations Wanted" ad, the job-seeker describes his/her skills, work experience, and the kind of job he or she wants. If possible, bring in "Situations Wanted" ads from a newspaper or magazine and pass them around for students to see. Have students note similarities to and differences from "Help Wanted" ads (for instance, both usually refer to training requirements, but the "Help Wanted" ad states what training the employer *wants* and the "Situations Wanted" ad states what training the job seeker *has*). Point out the similarity of the information in the "Situations Wanted" ads to the information in the character profiles with which students worked in the last exercise.

Now explain that students are going to play a card game something like "Old Maid." Ask if students are familiar with "Old Maid" and, if so, what the basic rules are. Explain that before students play the game, they are going to create their own materials for it. They will write their own pairs of "Help Wanted" and "Situations Wanted" ads to use in the game.

In a "Situations Wanted" ad, the job-seeker describes his/her skills, work experience, and the kind of job he or she wants.

The first part of the exercise is to be done by students working individually. Tell students they are to write three matching pairs of "Help Wanted" and "Situations Wanted" advertisements (six ads in all). The "Situations Wanted" ad tells the education and work experience of a person and the kind of job he or she wants, and the matching "Help Wanted" ad describes a job that would be well suited to the person in the "Situations" ad. Pass out copies of the pair of sample ads (p. 93 in this Guide) or read the samples to students or put them on the board. Discuss the samples and be sure students know what they are to do. Suggest that they make one pair of ads refer to themselves and the kind of job they might want ten or fifteen years from now (but they don't have to do this).

If possible, give each student six index cards to use for the advertisements. Depending on the average size of your students' handwriting, these cards may be the 3 x 5", the 4 x 6", or the 5 x 7" kind, the size should be the same for all students. *Instruct students to write on one side of the card only.* If index cards are unobtainable, have students use halves or quarters of sheets of paper for their ads. (Again, everyone should use the same size piece of paper and should write only on one side of the paper.) Index cards are preferable because they are easier to handle during the "card game" which follows. Allow about fifteen minutes for creation of the ads. Circulate through the room and answer students' questions as they work.

When students have finished making their pairs of ads, tell them to seat themselves in their workgroups, bringing the six ads with them. When they have done this, explain that they are to place all their "Help Wanted" ads in one pile and all their "Situations Wanted" ads in another, face down. They should then mix up each pile so the ads are no longer in matched order. Finally, each student is to draw three ads from each pile. These ads are his or her "hand," and they should be held so that the others cannot see what is on them. Students should read the six ads they draw, and remove any matched pairs they find. (A pair consists of a "Situations" ad and a "Help Wanted" ad that match of fit in description, as in the example; that is, the job on the "Help" card fits the needs and qualifications of the person described on the "Situations" card.) They should place each pair face down in front of them.

Students should then take turns exchanging cards with one another. During a turn, a given student may draw one card (sight unseen) from the hand of any other member of the group. That group member then draws one card, also sight unseen, from the hand of the student who just drew his or her card. The two students then read over the cards they just drew to see if the new cards make a pair with any of the cards they already hold. If they do have new pairs, they should put these face down in front of themselves also. The first person who assembles three matching pairs (subject to agreement by authors of the cards that they do match, after being shown the pairs at the end of the game) is the winner.

Once you are sure students understand the instructions, tell them to proceed with the game. This game should probably take about fifteen minutes of class time.

Additional Activities

Each workgroup can pretend to be a company which is going to have some jobs to offer. First they should decide what kind of company they want to be and what "job openings" they want to create. Suggest that they create as many job openings as there are students in the group. Then have each student in the group write a "Help Wanted" ad for one of the jobs, first consulting with the group as to the experience, etc., which ought to be required for the job; or the group can work together on creating all the ads. Some kind of display, such as a giant want ad page, can be created from the finished ads. (Point out that ads in a page are usually arranged alphabetically by job title. Thus, if the whole class's ads are to be put together, all groups might give their ads to a special student "committee" who will alphabetize them and arrange them on the giant page.)

ACTIVITY 3
TEACHER SUGGESTIONS

You might also discuss with students how one goes about answering a want ad and what is likely to happen at that time. In this context you could discuss resumés, job interviews and the like. Ask students if they know anyone who has ever answered a want ad, and if so, how their person went about it and what happened. (Did lots of other people answer the ad too? Was each person interviewed? If so, what kinds of questions did the interviewer ask? etc.) After some discussion, you might have students each pick an ad from the real pages or the mock-up page and write a little story about someone answering the ad and what happens then.

If time and information permit, talk about other ways to get jobs, such as through employment agencies; talk about how professionals get jobs; special ways for Indians to get jobs; how to get civil service jobs (exams and so on); how government employment agencies work. A field trip to an employment agency or a personnel office might be of great benefit here. You might also talk about what goes into a resumé, and perhaps draw a sample on the board and then have students make up imaginary resumés for themselves as they might be ten or fifteen years from now. Another important subject is job interviews: the importance of appearance, what to say and what not to say, etc. After discussion of these points, students could pair off and act out job interviews (taking turns being the interviewer and the interviewee), with the interviewer afterwards saying whether he or she would give the interviewee the job, and why.

SAMPLE PAIR OF ADS FOR "SITUATIONS WANTED" GAME

SITUATIONS WANTED

Computer programmer wants creative job in small company, preferably having to do with medical research. B.A. in Computer Science, 2 years experience in large company. Biology minor in college. Contact Robin Redfeather, Ad. no. 57234.

HELP WANTED

Computer programmer. Exciting new position with small company in medical electronics. Must be creative, and be able to work alone. B.A. in Computer Science, at least 1 year programming experience required. Medical or biology background helpful. Biotronics Corp., 794-5381.

Activity 4.

What Would You Do?

GOAL: To introduce students to some kinds of decisions that may come up after working life has begun and to factors which might affect those decisions

OBJECTIVE: Students will discuss possible career decisions made by imaginary characters and the reasons for these decisions, and will create and discuss their own stories about career decisions.

WHAT STUDENTS WILL BE ASKED TO DO

- Read about some common emotional needs and discuss how they can affect career decisions
- Decide which emotional needs are most important to them personally
- Discuss possible decisions by imaginary characters faced with a mid-career choice problem
- Create a "story" in which a character faces a career choice problem
- Discuss possible solutions to career choice problems created by themselves or others
- Work as a group on "circle stories" about career choice problems

PREPARING FOR CLASS

If you have access to duplicating facilities, duplicate one copy per student of the following:

Exercise 1. Ranking Emotional Needs (p. 97 in this Guide)

Duplicate one set per workgroup of each of the following:

- Exercise 2. Making Mid-Life Career Decisions: What Will They Do?
(pp. 99-102 in this Guide)
- Exercise 4. Telling "Circle Stories": The Story of My Life
#1-8 (pp. 106-113 in this Guide)

PROCEDURE

Remind students that during most of this unit they have been talking about how to get a job, especially a first job. Decisions about what career to pursue, how much schooling to get and so on are very important. But ask, "Do you think these are the only decisions a person has to make in his or her working life? What kinds of decisions might someone have to make *after* training is completed and he or she has a job?" Point out that many important decisions can come up after one has started on a career. For instance, one may have to choose between two jobs (one of which may pay more but require moving to a less desirable location, etc.), between a job and going back to school, between working full time or working part time, and so on. Ask students what things might help them make up their minds between choices like these.

Exercise 1. Ranking Emotional Needs: What Are Your Needs?

Bring out that one thing that affects career choices is a person's *emotional needs*. Ask if anyone knows what emotional needs are. If not, you might begin by asking students to name *needs* in general. Some students may name basic physical needs, such as the needs for food, water, shelter and so on. Others may name things which are really more wants than needs, such as the desire for some physical possession like a car or a bike. But if students name such things as the need to be loved or respected, the need for security, the need to express oneself creatively etc., point out that these are emotional needs. Explain that physical needs, at least certain ones, are so basic as to be necessary for life itself, and they are fairly similar for all human beings. Fulfillment of emotional needs may not be necessary for physical survival, but it is necessary for mental survival--for happiness and well-being. (Emotional needs are related to values. If students have had the unit called "Putting It All Together," recall discussion on values from that unit.)

Once students begin to get the idea of emotional needs, have them name several such needs. You might want to write these on the board. Briefly discuss the importance of emotional needs in comparison to other kinds of needs. Then go on to discuss how a job might meet some of the emotional needs which students have named.

Point out that different emotional needs have different degrees of importance or different values to different people. You might bring this out by asking different students which emotional need (of those listed on the board or discussed or whatever) is the most important of them individually. Chances are that they will name different needs. Explain that none of the needs is intrinsically more important than the others, but one or another may be more important to a particular person.

Point out that different jobs may meet different emotional needs; for instance, one job might meet the need for money or security, another the need for creativity, and so on. All jobs are likely to meet *some* emotional needs, but no job is likely to meet *all* of a person's emotional needs. Ask how the relationship between jobs and emotional needs might affect a person's career decisions. Bring out that a person is likely to choose the job or situation (such as return to school) that meets the greatest number and/or the most important of his or her emotional needs.

When students seem to have reached a general understanding of what emotional needs are, pass out the sheet which lists twelve emotional needs (p. 97 in this Guide) or list these needs on the board. Discuss the needs to make sure students understand what they are. Then tell students they are to take a separate piece of paper and rank or list the needs in order of importance to them personally. That is, the need on the list which is most important to them becomes number one of the new list, and so on down to the least important need, which becomes number twelve. Tell them that when they have done this, they are to write one short paragraph telling why the need they made number 1 is the most important to them, and another short paragraph telling why the need they named number 12 is least important to them. Finally, they should write a paragraph or so, telling how they think their emotional needs might affect their own future career choices.

The written part of this exercise should take about ten minutes of class time, or you might assign it as homework. Students should work individually on it.

Either before or after students do the written exercise, you might also want to discuss emotional needs which are not on the list but which might be at least partly met in the working world. Examples are the needs to be liked by other people. If this discussion takes place before students do the written assignment, you might tell them that they can add these other needs to their rank list or substitute them for items on the list if any of the needs named (but not listed) are particularly important to them.

After the written assignment is done, depending on the extent to which you talked about individual differences in emotional needs before and on your students' opinions about discussing personal feelings, you might or might not wish to ask different students to name their first-ranked need choices and explain the reasons for them. Students could also tell how they think their choices might affect their careers.

EXERCISE 1. RANKING EMOTIONAL NEEDS

TWELVE EMOTIONAL NEEDS

1. The need to help others
2. The need to make money
3. The need to be creative
4. The need to have others look up to you
5. The need to be independent and free
6. The need for responsibility
7. The need for variety and change
8. The need for pleasant working conditions
9. The need to work with your mind
10. The need to work with your body
11. The need for security and safety
12. The need for power

Exercise 2. Making Mid-Life Career Decisions: What Will They Do?

In this exercise, students will be asked to consider how emotional needs and related factors might affect career choices. They discuss these things in terms of imaginary characters, who are briefly described at a point in their lives where they must decide among certain career alternatives which meet different emotional needs. Some of the characters' most valued needs are indicated, but this aspect is purposely left somewhat vague to give students more room for discussion and insertion of their own values. This exercise will also begin to familiarize students with some of the kinds of decisions or choices that can come up in a person's working life and some of the factors which might influence a person's career decisions.

When you are ready to have students begin this exercise, point out that they will now have a chance to see how emotional needs might affect career choices in some imaginary situations, and to imagine what choice they themselves might make if they were in the place of the imaginary characters. Tell students to seat themselves in their workgroups, and then pass out the four character descriptions for the exercise (pp. 99-102 in this Guide), giving one set to each workgroup; or you can read the descriptions to the groups one at a time, if necessary, and allow time for group discussion after each one. If students have copies of the material, suggest that members of each group take turns reading the descriptions to the rest of the group, stopping for discussion after each description is read.

Tell students that after each character description is read, they should talk over that character's problem as a group. Suggest that they discuss at least the following points (you should probably write these on the board):

1. What emotional needs does the person's present job meet? (Suggest they refer back to the list of 12 emotional needs if they need to.)
2. What emotional needs would the person's new job meet?
3. Which emotional needs seem to be most important to this particular person?

Based on their discussion, students should try to reach a group decision about what the described character will do (what decision he or she will make). Students should also discuss what they, individually, would do in each character's place, and why. Tell students they should choose someone in each group to record the group's decisions and comments about each character and situation. The discussion of the four situations will probably take twenty to twenty-five minutes.

When students have completed their group discussions, have a short class discussion in which the groups compare their answers about what the various characters will and/or should do, and why.

EXERCISE 2. MAKING MID-LIFE CAREER DECISIONS: WHAT WILL THEY DO?

Thomas Owl. Ever since he graduated from college, Thomas H. Owl has worked as a science teacher with Indian students. His first job was on the Pine Ridge Reservation. He learned a deep respect for the beauty of the earth from his full-blooded Indian parents, and he wants to pass this on to other Indian children. He feels strongly that all Indian children need to be taught how to succeed in today's society, too. Not too long ago, a rich and powerful man said he would pay Thomas a large amount of money if Thomas would write a book about what is happening to the natural resources in the Southwest. Thomas knows a great deal about this subject. The book might make Thomas famous as a writer, as well as letting him make a lot of money. But the book will take about five years to research and write, and Thomas would have to give up his teaching and move away from the Reservation during that time.

What do you think Thomas Owl will do?

What would you do if you were in his place?





Jessica Tallchief. Jessica Tallchief is the first woman Eskimo Judge in Alaska. She often travels to Eskimo villages, where she holds whole court sessions in the language of her people. Friends have told her she should run for Senator in the election next year. If she were to run and win, she would gain much fame and power, and she would be able to work for new laws which would help her people. On the other hand, she would have to leave the land and people she loves and go to live in Washington, D. C.

What do you think Jessica Tallchief will do?

What would you do if you were in her place?

Leon Victor. Leon Victor is twenty-two years old. He has been working as a salesman in a small shoe store since he graduated from high school. He is married and is the father of one child. Leon enjoys his work, but he feels he has learned everything he can about the shoe business from this position. He would like to go to college and study business administration so that he can get a better job which would pay more money and offer more chances to "get ahead." He has asked for an educational loan for the government. His wife says she will work to help pay for his education, too. Going to college will cost a lot of money, but Leon and his wife think they can manage and that it is worth the trouble. Then, just before Leon is supposed to start college, his boss at the shoe store offers him a new job as manager. This promotion will mean a much larger salary and also more responsibility.

What do you think Leon Victor will do?

What would you do if you were in his place?



Sandra Walking Bear. Sandra Walking Bear is eighteen years old. She is the oldest of six children, all of whom grew up on the reservation. Sandra helped her parents (both of whom worked) to raise her younger brothers and sisters. She took on a good deal of responsibility at a young age. Sandra decided early in her life that she wanted to become an elementary school teacher. She really enjoys being with children and helping them learn things. But when it was time for Sandra to enter college, her counselor told her not to study to become a teacher. The counselor said that there were too many teachers and not enough jobs, and that elementary school teachers were losing their jobs all around the country. She told Sandra that there were many jobs for women in Health and Business fields, and suggested that Sandra study for one of these. Since Sandra has always wanted to be a teacher, she has never thought about being anything else. Also, just lately she has heard that there is a chance that she might get a job as a teacher, either when she graduates and gets her teaching certificate or a year or two after-- though this is by no means sure.

What do you think Sandra Walking Bear will do?

What would you do if you were in her place?

Exercise 3. Making Up Stories About Career Decisions: What's Your Problem?

Tell students that in this exercise, they will be asked to make up brief stories like those their groups discussed in the previous exercise. Each story should center on some kind of mid-career choice which involves emotional needs, and it should describe both the choice alternatives and, at least to some extent, the emotional needs of the character. Each student will write one story.

Suggest that, if possible, students should write the stories about a possible problem or decision-point that they think might come up in their own adult lives. (Again, this should help to increase the personal relevance of material in the unit.) The choice might be between two jobs, between a job and school, between keeping a job and staying home with one's family, or whatever. They should suggest some of the good and bad points of each choice, and the most important emotional needs which they think will influence their decision, but should not tell what decision they think they might make. Since the stories will be discussed by the workgroups in the second part of the exercise, suggest that students use made-up names even if they are writing about themselves. If they don't wish to talk about their personal feelings at all, tell them they may make their stories about completely imaginary characters.

This part of the exercise might take about fifteen or twenty minutes of class time, but that will depend on the composition ability of your students. The stories could be assigned as homework instead of being done in class. Students should work individually on their stories.

In the second part of this exercise, students in their workgroups are to discuss the stories they wrote individually in the first part. The discussion will be similar to that held for the imaginary situations in Exercise 2 of this Activity. Students will not be asked to indicate which story they wrote. The purpose of this part of the exercise is to give students a chance to get group input on problems they may have been worrying about. It will also reinforce the idea that different people have different values, since others in the group may well reach decisions about the situations which are quite different from the ones the authors imagined.

When you are ready to have students begin this part of the exercise, tell them to seat themselves in their workgroups, bringing their stories with them. All the stories should be placed face down in a pile in the center of the group. Tell students that people in the group should take turns drawing and reading a story other than their own. After each reading, the story will be discussed. Students should discuss (as a group) which emotional needs seem to be most important to the person in the story. They should then talk about what they think the person in the story will do, and what they, individually, would do if they were in that person's place. (A student may talk about his or her own story, but shouldn't identify it as his or hers.)

Length of time required for this exercise will depend on the number of stories to be discussed by each group, which in turn will depend on the size of the workgroups. You should probably allow at least five minutes for reading and discussion of each story.

Exercise 4. Telling "Circle Stories": The Story of My Life

In this exercise, students will further extend their consideration of emotional needs and career decisions by taking part in the group composition of "circle stories" about career decisions. For this exercise, workgroups should consist of eight students whenever possible. If some groups have fewer students, omit some of the story sheets from those groups. There should be one story for each student.

When you are ready to have students begin the exercise, have them seat themselves in groups of eight (as nearly as possible) and pass out sets of "The Story of My Life" sheets (pp. 106-113 in this Guide), one set per workgroup and one sheet to each student within the group. If students have never composed "group stories" or "circle stories" before, explain that each student will contribute a few sentences to each story going around the group; a given student will thus have a chance to be first writer on one story, second writer on the next, third writer on the next, and so on. Thus they will "come in" near the beginning of some stories, in the middle of others, and near the end of still others. Emphasize that all stories should be about choices in careers, like those they have been working with in earlier exercises. In these stories, the main character will make a decision as well as face a problem.

Tell students that they will have ~~two minutes~~ (or whatever time you choose) to read the story beginnings and add a few sentences to them. Suggest that since they are working near the beginnings of the stories, they should concentrate on describing the character (especially in terms of emotional needs and career interests) or the career-choice problem the character faces. When all students are ready, tell them to begin.

After two minutes (or whatever time you named), call time. Tell students to stop *right now*, even if they are in the middle of a sentence, and pass their story to the person on their right. Inform students that you will add half a minute, or some other small increment, to their working time this time so they will have time to read both the typed beginning of the story and what the student before them wrote. They should then add a few sentences more onto the story they have just received, carrying the story forward. They should probably still concentrate on the character's needs or the type of choice he/she faces. When all students are ready, tell them to begin writing.

Call time again after two and a half minutes (or whatever), and once more instruct students to pass their stories to the right. Announce that this time they will have three minutes (or whatever) to read the stories they just received and add to them. Tell them that if the earlier writers have not already done so, they should begin focusing on the exact career problem the character faces.

Continue in this fashion, adding the same increment to the time in each successive case, until all stories have been all the way around the group. Suggest that the writers in the fourth and fifth rounds concentrate on describing the good and bad points of the possible career choices that have been named; that the writers in the sixth and seventh rounds tell what decision the character makes, and why; and that the writers in the eighth round conclude the stories by telling briefly what happens as a result of the decision (whether it works out well or badly, whether the character is disappointed or happy, etc.).

When students have completed the circle stories, you can have students in the groups take turns reading the stories to the rest of the group; or each group read one of its stories to the class, or both (each group might hear all its stories and then pick its favorite to share with the class). In addition, or alternatively, some or all of the circle stories can be put up on a bulletin board, display, etc., perhaps with illustrations from some of the more artistically-minded students. (Again, each group might pick its favorite story after hearing all eight stories). Give students a chance to compare different stories which came from the same beginning.

Additional Activities

Students might enjoy doing more "circle stories" from beginnings which you or they compose. Or, they might wish to expand some of the stories produced in the various exercises of this Activity into longer stories, "TV dramas," etc., perhaps even to the extent of writing scripts and acting them out for other members of the class or the school.

THE STORY OF MY LIFE #1

My name is Marina White Bear. I am twenty-eight years old. Two years ago I became a registered nurse. At first I worked in a big city hospital. But then...

THE STORY OF MY LIFE #2

My name is Wesley Timberlake. I am twenty-two years old. When I was in high school, I was always in a hurry for school to be over so I could get away and work on the old car my older brother had given me. I dropped out of high school in my senior year. I thought I might become an auto mechanic. Now...

THE STORY OF MY LIFE #3

My name is Nell Brightstar. I am twenty-five years old. When I was young, I used to love hearing Indian legends and folk tales from my grandfather. I thought I might write them down someday so that others could share them.
I...

THE STORY OF MY LIFE #4

My name is Michael Redtree. I am thirty years old. I was brought up in a home with strong tribal values. But when I grew up and learned about the business world, it interested me very much, even though it seemed to have values very different from the ones I learned at home. I used to wonder...

THE STORY OF MY LIFE #5

My name is Leslie Winona. I am twenty-six years old. I have always loved children. I helped raise five younger brothers and sisters. But I could never decide whether I just wanted to raise my own children when I grew up, or whether I wanted to do something for other Indian children too. Finally I...

THE STORY OF MY LIFE #6

My name is Charlie Strong Axe. I am twenty-one years old. I always wanted to be a doctor, but this seemed impossible because it takes so many years and such a lot of money to train to become a doctor. My parents are poor and I have a lot of younger brothers and sisters. My family needs me to earn money now, not ten years from now. I have a job as a grocery clerk, and...

THE STORY OF MY LIFE #7

My name is William Longbow. I am twenty-seven years old. I never could decide which I wanted to be more, an engineer or an artist. I got a Bachelor of Science degree in engineering, and I now have a high-paying job as an engineer. But...

THE STORY OF MY LIFE #8

My name is Barbara Willow. I always felt it was important that I do some kind of work to help the people of my tribe. I finished four years of college and began to study law. But then I met a man I loved very much, and we were married. We now have a son who is two years old. Now I...

Using The Test

The test questions on the next four pages are intended to check student mastery of the main points covered in this unit. If your presentation of this material has varied to any significant degree from what is in this book, you may want to add or replace questions on the test.

In addition to serving as a measure of student achievement, having students answer these questions can serve as a useful review activity.

Sample answers appear on pp. 120-124.

NAME _____

DATE _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "GETTING READY FOR JOBS"

1. There are many kinds of jobs to choose from. Some of these jobs involve the same kind of work and can be grouped into what are called career clusters. Within a career cluster, there are jobs requiring different amounts of training. These different amounts of required training are called training levels. Circle one of the career clusters below and name two jobs in that cluster which require different amounts of training.

Some Career Clusters

Communications

Manufacturing

Personal Services

Fine Arts and Humanities

Business

Homemaking

Example:

a. _____ Job 1

(From same career cluster, but
require different amounts of
training.)

b. _____ Job 2

2. For each of the two jobs you named above, choose the "training level" from those listed below that you think tells how much training that job would require.

_____ Training level of 1st job

_____ Training level of 2nd job

Training Levels

- (a) unskilled - no high school graduation
- (b) unskilled - high school graduation
- (c) semi-skilled - some "on the job" training
- (d) skilled - 1 to 2 years of school after high school or
3 to 5 years training as apprentice
- (e) professional - 4 to 6 years college
- (f) professional - graduate degree (at least 7 to 8 years college)

3. a. Write down the name of a job you might be interested in having.
What might you call the career cluster it belongs to?

Example:

Job: _____ Cluster: _____

- b. From the list of "training levels" in Question #2, choose the level you think describes how much training would be necessary for this job.

Level of Job: _____

4. a. Name a job which involves the same kind of work (that is, a job in the same career cluster) as the job you chose in Question #3 but which would require less training.

Example: _____

b. Name a job similar to the one you chose in Question #3, but which would require more training.

Example: _____

5. a. Give one reason why might you want to work at a skilled or professional training level job?

b. Give one reason why might you want to work at an unskilled or semi-skilled training level job?

6. Describe four different ways you could try to find the job you wanted?

- a.
- b.
- c.
- d.

7. If you were looking for a job in the want ads, what are three kinds of information you should get from it?

- a.
- b.
- c.

8. If you were looking for a job and placed a situation wanted ad in the paper, what would be three kinds of information you should include in your ad?

- a.
- b.
- c.

9. You have to make decisions in choosing and getting a job, but you are probably not finished making job description once you've gotten the job. What are kinds of decisions about jobs and careers might you have to make after you've been working at your job for a while?
- a.
 - b.
 - c.
 - d.
 - e.
10. In deciding on a job, you have to consider what you need and want out of life. Some needs and wants involve money (like the need to eat, wanting to own nice things) and some don't (like the need to be doing something creative). Name five other kinds of needs which don't really involve money which would be important for someone to consider in deciding how satisfied and happy he or she will be with a certain job?
- a.
 - b.
 - c.
 - d.
 - e.

NAME _____
DATE _____

QUESTIONS FOR STUDENTS WHO HAVE FINISHED "GETTING READY FOR JOBS"

- 2 pts. 1. There are many kinds of jobs to choose from. Some of these jobs involve the same kind of work and can be grouped into what are called career clusters. Within a career cluster, there are jobs requiring different amounts of training. These different amounts of required training are called training levels. Circle one of the career clusters below and name two jobs in that cluster which require different amounts of training.

Some Career Clusters

Communications

Manufacturing

Personal Services

Fine Arts and Humanities

Business

Homemaking

Example:

a. secretary Job 1(From same career cluster, but
require different amounts of
training.)b. accountant Job 2

- 2 pts. 2. For each of the two jobs you named above, choose the "training level" from those listed below that you think tells how much training that job would require.

skilled

Training level of 1st job

professional

(examples refer to jobs in #1)

Training level of 2nd job

Training Levels

- (a) unskilled - no high school graduation
- (b) unskilled - high school graduation
- (c) semi-skilled - some "on the job" training
- (d) skilled - 1 to 2 years of school after high school or
3 to 5 years training as apprentice
- (e) professional - 4 to 6 years college
- (f) professional - graduate degree (at least 7 to 8 years college)

- 2 pts. 3. a. Write down the name of a job you might be interested in having.
What might you call the career cluster it belongs to?

Example:

Job: auto mechanic

Cluster: transportation

- b. From the list of "training levels" in Question #2, choose the level you think describes how much training would be necessary for this job.

Level of Job: skilled

- 2 pts 4. a. Name a job which involves the same kind of work (that is, a job in the same career cluster) as the job you chose in Question #3 but which would require less training.

Example: Gas station attendant

b. Name a job similar to the one you chose in Question #3, but which would require more training.

Example: car designer

- 2 pts. 5. a. Give one reason why might you want to work at a skilled or professional training level job?

possible answers: more money, pleasant work, prestige

- b. Give one reason why might you want to work at an unskilled or semi-skilled training level job?

less responsibility, pleasant work, less time needed to train for it

- 4 pts. 6. Describe four different ways you could try to find the job you wanted?

Possibilities:

- a. look in want ads
- b. ask friends; go to employers
- c. visit an employment agency
- d. go to state employment office; see school placement office

- 3 pts. 7. If you were looking for a job in the want ads, what are three kinds of information you should get from it?

- a. type of job
 - b. amount of training or experience required
 - c. how much money it will pay
- Other possible answers: level of the job; name of company

- 3 pts. 8. If you were looking for a job and placed a situation wanted ad in the paper, what would be three kinds of information you should include in your ad?

- a. What kind of job you want
- b. What training you have or experience
- c. What you can do (skills you have)

- 5 pts. 9. You have to make decisions in choosing and getting a job, but you are probably not finished making job description once you've gotten the job. What are kinds of decisions about jobs and careers might you have to make after you've been working at your job for a while?

possibilities:

- a. *whether to keep the job or go back to school*
- b. *whether to take a new job that requires you to move*
- c. *whether to work full or part time*
- d. *whether to look for a job that meets more of your emotional needs*
- e. *whether to take a job with more responsibility; whether to look for a job with different people's work situation, etc.*

- 5 pts. 10. In deciding on a job, you have to consider what you need and want out of life. Some needs and wants involve money (like the need to eat, wanting to own nice things) and some don't (like the need to be doing something creative). Name five other kinds of needs which don't really involve money which would be important for someone to consider in deciding how satisfied and happy he or she will be with a certain job?

possibilities:

- a. *need to help others*
- b. *need to be independent*
- c. *need for variety and change*
- d. *need for pleasant working conditions*
- e. *need to work with your mind*
need to work with your body
need for security and safety

possibly: need to have others look up to you
need for power, though these usually
go with money!

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